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ABSTRACT

This handbook is offered to guide the replication of a transition follow-up project for students in Exceptional Child Education (ECE) programs, by providing procedures and functional resources used to implement the model components. The project involved surveying former Jefferson County (Kentucky) special education students from all exceptionalities, including graduates, certificate holders, dropouts, and exiters to general education. In addition, a follow-along survey was conducted with currently enrolled special education students in grades 8-12 and exiters to general education in grades 10-12. Data from the surveys were used to modify and expand curriculum and program options to enhance the employment, postsecondary education, and independent living of the target population. These changes were subsequently evaluated through follow-up and follow-along surveys whose output data served as feedback for program modification. Following an introduction, the handbook offers chapters focusing on the following steps: (1) develop a framework for project management to mobilize the resources necessary to conduct the surveys; (2) administer surveys with target groups; (3) analyze data in accordance with the project's evaluation plan objectives; (4) plan, prepare, and present reports of project findings; and (5) use survey results to modify or expand programs and services. Appendices provide management schema, an organizational chart, job descriptions, administrative items concerning data collection, and a detailed interviewer's guide. (JDD)

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THE ECE TRANSITION FOLLOW-UP PROJECT
PROJECT HANDBOOK

AUGUST, 1992

Dr. Donald W. Ingwerson
Superintendent

Jefferson County Public Schools

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1992

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I. INTRODUCTION

In an age of accountability all human service organizations have had to develop strategies to demonstrate their effectiveness. Schools have been no exception to this general societal trend. One area of accountability that schools have increasingly been challenged to demonstrate is the degree of success their former students achieve in post-school life. In some instances, the need to document the success of this transition has occurred as a result of legislative mandate or more simply as a result of school board policy. Much of the impetus for these required changes has come from the U.S. Department of Education's Office of Special Education and Rehabilitative Services's (OSERS) priorities which have focused upon the transition of youth with disabilities in the 1980's. The handbook to be described here was an outgrowth of the procedures used to implement one of those federally sponsored projects. The handbook is offered to guide its users in the replication of this project, "The ECE Transition Follow-up Project" by providing procedures and

functional resources which were used to implement its model components. In addition to presenting the model which guided this project, handbook sections have been written which detail the components "preparation", "survey","data analysis","reporting" and "program development" which were used to implement the model. Within each section, the objective and outcome assumed under each component and the activities and tasks used to implement the component objective have been listed. Further, for the reader's convenience, the finished products or resources which resulted from some of the major tasks have been referenced to the appropriate appendix following the statement of the task.

Background Information

In 1988, The U.S. Department of Education, Office of Special Education and Rehabilitative Services initiated a priority, CFDA 84.158R, Secondary and Transition Services Follow-up and Follow-along Projects. The purpose of this priority was to support projects that were

designed to meet these basic goals: (1) to improve tracking systems for youth who complete or leave secondary programs and (2) to revise curriculum and/or program options based on the continued analysis of outcome data.

As the result of submission of a grant application (under the auspices of CFDA 84.158R), Jefferson County Public Schools Department of Research was awarded a grant to implement a four year project, beginning October 1, 1988. The JCPS project was designed to survey former students from all exceptionalities including mildly, moderately, and severely handicapped. Interviews were to be conducted annually with graduates, certificate holders, and dropouts between 1984-1992 and with exiters to general education between 1986-1992. In addition to the follow-up surveys, a follow-along survey was planned with currently enrolled special education students in grades 8-12 and with those who exited to general education program in grades 10-12. Data from the surveys were intended to be used to modify/expand curriculum and/or program options to enhance the

employment, post-secondary education, and independent living of the project's target population. More specifically, for each year of the project, the project proposed to effect:

.a 2% decrease in the dropout rate;

.a 2% decrease in the number of former students who still live with a family member;

.a 3% increase in the number who are competitively employed;

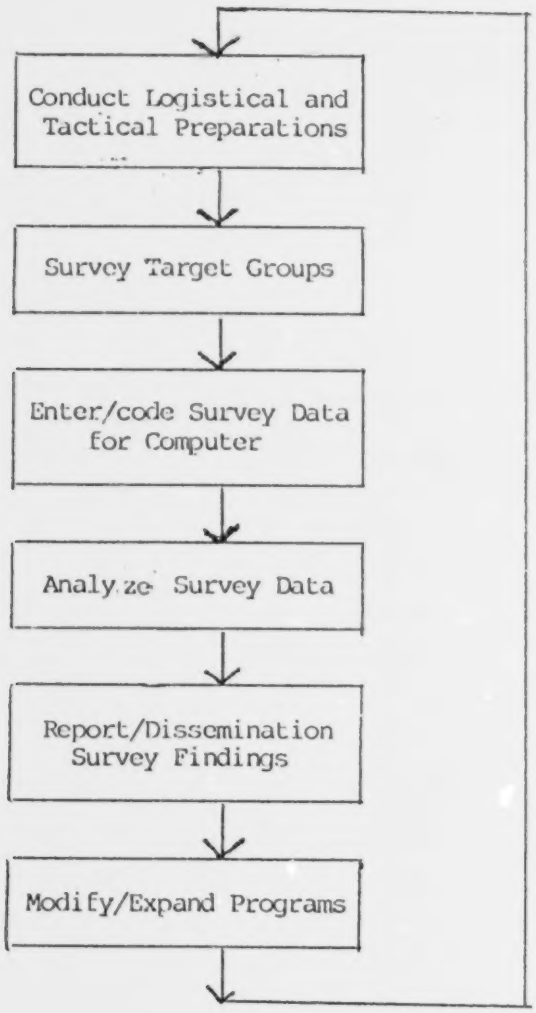
.a 2% increase in the number employed who earn more that the minimum wage;

.a 3% increase in the number who participate(d) in post-secondary training or education; and

.a 4% increase in the number served by a community service agency.

The Model

The model upon which this project was based is shown below in schematic form:



This project's adopted model approximates a close cycle servo-mechanism. It incorporates both feedback and feedforward devices. Data that this is collected, analyzed, and reported is used to plan and organize new/expanded programs and services. These changes are subsequently evaluated through follow-up and follow-along surveys whose output data serve as feedback for program modification. Program changes/modification serve as feedforward information for the preparation that leads to repeated surveys with the same/different groups of students/former students. Within this model, the "sensing element" is the survey instrument itself whose output leads to an "amplifier" which augments the information collected by the instrument. This amplified information drives the "servomotor", which according to the model, coordinates the activities leading to modified/expanded programs and services.

This model is sufficiently generic that it can be installed in other districts whose basic demographic characteristics, organizational

structure and fiscal management are similar or at considerable variance with the Jefferson County Public Schools. The project's instrument "sensing element" is comprehensive in nature thereby making it an attractive component for inclusion in other follow-up and follow-along projects.

II. PREPARATION

Objective: The objective of this section is intended to provide guidelines to enable the reader to conduct the tactical and logistical preparation prior to conducting the actual surveys and the development of program improvement plans.

Outcome: Implementation of the guidelines offered in this section will provide the framework for project management to mobilize the human and material resources necessary for conducting surveys which lead to program improvement plans.

A. Project Management

Activity 1. Determine an effective administrative framework for coordinating the project within the school district and community.

Task 1. Determine the role of the project in the administrative framework of the school district and specifically define the relationships of the project with various departments and units.

Task 2. Identify public and private agencies/programs which either directly or indirectly provide services to individuals with disabilities.

Task 3. Describe programs of each of the above agencies.

Task 4. Determine aspects of other agency programs which should be coordinated with project programs.

Task 5. Confer with appropriate persons in each agency to determine procedures for communication, coordination, and cooperation.

Task 6. Assign project staff responsibility for implementation.

Activity 2. Develop an effective management framework for implementation of responsibilities.

Task 1. Determine the guiding principles of sound organizational structure through the review of generally accepted theory and with the advice of recognized expertise (I. A-1).

Task 2. Develop a tentative administrative structure which will be in harmony with guiding principles.

Task 3. Test the proposed structure through review with district administrators.

Task 4. Modify structure as necessary on basis of the test (I. A-2).

Task 5. Determine staff positions necessary to implement structure .

Task 6. Develop job descriptions and required qualifications for each staff position (I. A-3).

Task 7. Advertise new staff positions.

Task 8. Interview applicants.

Task 9. Make selections.

Task 10. Orient/train staff to scope of the project and their responsibilities with school personnel and other personnel.

B. Follow-up/Follow-along Data Needs

Activity 1. Determine the scope of the survey(s).

Task 1. Plan follow-along follow-up data collection intervals (I. B-1).

Task 2. Plan subject selection rules including types of students and school years of school completion withdrawal.

Task 3. Determine census/sampling goals based upon population and cost factors (I. B-2).

Task 4. Determine a timetable for data collection events (I. B-3).

Activity 2. Plan collection of subject demographic/educational information

Task 1. Determine scope of information contained in computerized student databases.

Task 2. Determine other sources of student information such as school records.

Task 3. Determine procedures to access student information.

Task 4. Determine student demographic/ educational information needed.

Task 5. Specify format of computerized student reports/lists of demographic/educational information (I. B-4).

Task 6. Prepare requests for computerized reports/lists.

C. Instrument

Activity 1. Develop survey instrument.

Task 1. Use project goals to determine content areas which need to covered.

Task 2. Determine number of items to be included based upon respondent needs/characteristics and requirements of data analysis.

Task 3. Plan item format based upon planned survey methods and data needs.

Task 4. Write interview items consistent with content analysis.

Task 5. Review/revise items based upon preselected criteria (I. C-1).

Task 6. Submit instrument(s) for expert review.

Task 7. Review/revise items based upon expert review.

Task 8. Prepare guidelines for conducting interviews with prototype instrument(s) (I. C-2) .

Task 9. Prepare agency referral form (I. C-3).

Task 10. Conduct field tests with prototype instrument.

Task 11. Review/revise prototype instrument based upon field test results.

Task 12. Print instrument (I. C-4).

Task 13. Train interviewers to established criteria.

Task 14. Establish percentage of agreement among interviewers.

Task 15. Continue interviewer training until established criteria has been reached.

II SURVEY

Objective: The objective of this section is designed to provide guidelines to enable the reader to administer surveys with target groups.

Outcome: Implementation of the procedures in this section will lead to the administration of survey instruments with target groups according to a predetermined timetable.

A. Subject Selection

Activity 1. Select subjects for survey(s).

Task 1. Review subject selection goals.

Task 2. Finalize selection goals in relation to resources/needs .

Task 3. Obtain computerized reports(lists) of target groups with demographic/education variables summarized for the district.

Task 4. Review computerized reports(lists) for completeness and accuracy.

Task 5. Obtain corrected reports(lists) if necessary.

Task 6. Select random samples when applicable.

B. Tracking Procedures

Activity 2. Organize tracking procedures.

Task 1. Prepare tracking/contact forms (II. B-1).

Task 2. Revise tracking/contact forms based upon interviewer review.

Task 3. Assemble city/county directories, criss-cross directories, and metropolitan phone books.

Task 4. Prepare in-school forms for specifying student interview needs and tracking information (exit data forms).

Task 5. Revise exit data forms based upon local school feedback.

Task 6. Print exit data forms based upon estimated needs (II. B-2).

Task 7. Submit exit data forms to local school personnel for completion and return.

Task 8. Abstract exit data to track subjects selected for interviewing.

Task 9. Use criss-cross, city directories, and other sources to locate subjects.

Task 10. Establish computer data base for maintaining respondent tracking and other pertinent information (II. B-3).

Task 11. Enter tracking and other pertinent information into computerized database.

Task 12. Retrieve tracking and other pertinent information as needed by interviewers.

Task 13. Revise tracking and other pertinent information as needed in computerized database following each interview.

C. Data Collection: Follow-up

Activity 3. Collect follow-up data.

Task 1. Conduct telephone interviews according to assigned priorities using existing tracking information.

Task 2. Mail interview request letter after three unsuccessful attempts to contact by phone (II. C-1)

Task 3. Conduct telephone interviews based upon return of interview contact and schedule forms.

Task 4. Make home visits to conduct face-to-face interviews or to schedule face-to-face or telephone interviews.

Task 5. Record attempts to contact on contact data sheets for all round 1 interviews and on computerized tracking reports for all others.

Task 6. Record interview responses on the project questionnaire for all items designated for the subject and round.

Task 7. Record completed interviews on contact data sheets (round 1), on the computerized student lists and on the computerized tracking reports (except round 1).

Task 8. Review completed interview questionnaires for accuracy, completeness, and logic.

Task 9. Complete agency referral form for each respondent referred to the agency.

Task 10. Submit completed questionnaires for data entry.

Task 11. Mail written referral forms to each agency on a weekly basis .

D. Data Collection: Follow-along

Activity 4. Collect follow-along data.

Task 1. Establish local school liaisons for follow-along surveys.

Task 2. Establish interview space and schedule follow-along interviews with local school personnel.

Task 3. Mail parental notification letters.

Task 4. Conduct face-to-face interviews on a prioritized schedule beginning with the twelfth grade.

Task 5. Conduct second stage face-to-face interviews with absentees and replacements.

Task 6. Record responses for all items designated for the follow-along interviews.

Task 7. Review completed interview questionnaires for completeness, accuracy, and logic.

Task 8. Indicate completed interviews on appointment sheets and on computerized student lists.

Task 9. Submit completed questionnaires for data entry.

III. DATA ANALYSIS

Objective: The objective of this section is to provide strategies to enable the reader to analyze data in accordance with the project's evaluation plan objectives

Outcome: Implementation of this section's strategies will lead to the analyses of project data.

A. Program selection

Activity 1. Select data analysis program.

Task 1. Review project evaluation plans (III. A-1).

Task 2. Establish criteria for assessing computerized data analysis programs

Task 3. Review existing computerized data analysis programs.

Task 4. Establish "best fit" among reviewed programs and project evaluation objectives.

Task 5. Secure electronic data analysis software (III. A-2).

Task 6. Train staff to use the selected electronic data analysis software.

B. Data Analysis

Activity 2. Analyze follow-up and follow-along data.

Task 1. Enter respondent questionnaire data.

Task 2. Arrange and sort data according to variables specified in the evaluation plan objectives.

Task 3. Apply descriptive statistics to summarize derived data.

Task 4. Discover trends, relationships and questions among data sets.

Task 5. Repeat cycle according to schedule of surveys.

IV. REPORTING

Objective: The objective of this section is to provide strategies to plan, prepare, and present reports of project findings.

Outcome: Implementation of this objective will lead to a thoroughly planned and prepared series of reports of survey findings to appropriate audiences in a timely fashion.

A. Reporting plan

Activity 1. Develop a plan for reporting.

Task 1. Determine the audiences for the reports.

Task 2. Determine report content.

Task 3. Determine how reports will be presented.

Task 4. Determine appropriate style and structure of the reports.

Task 5. Plan for post-report discussions, consultations and follow-up activities.

Task 6. Determine schedule of reporting.

B. Reporting

Activity 2. Report survey findings.

Task 1. Prepare/draft reports.

Task 2. Present/disseminate reports to appropriate audiences.

Task 3. Provide post-report follow-up.

V. PROGRAM DEVELOPMENT

Objective: The objective of this section is to enable school district programs/departments/units to prepare for and to use the survey results to modify/expand programs/services for program development.

Outcome: Implementation of the strategies offered in this section will produce a plan based upon specific survey results to modify/expand programs/services and to evaluate the success of those program improvement plans.

A. Preparation

Activity 1. Prepare to use survey data for program improvement.

Task 1. Identify key district personnel "lightning rods" who can provide leadership for program improvement within district programs impacted by survey results.

Task 2. Establish program task forces with identified key district personnel serving as chairpersons.

Task 3. Identify forums for reviewing/analyzing survey findings within key departments/programs/units.

Task 4. Establish task force processes and timelines for reviewing/analyzing survey findings.

B. Analyze Results

Activity 2. Review and analyze survey results.

Task 1. Identify key survey findings impacting program development.

Task 2. Identify program strengths and needs within report of survey findings.

Task 3. Determine potential direct linkages between specific survey findings and specific programs and/or services.

Task 4. Compare survey data with current programs/services improvement

objectives established by previous survey findings.

Task 5. Determine if program improvement objectives have been achieved.

Task 6. Determine if program improvement objectives need to be revised/ replaced/continued.

C. Program Improvement Plan

Activity 3. Develop a program improvement plan.

Task 1. Establish and prioritize long and short term objectives for program/service delivery improvement.

Task 2. Review and revise previously established objectives as appropriate.

Task 3. Identify objectives which require restructuring of existing resources.

Task 4. Identify objectives which require new program initiatives/resources.

Task 5. Plan strategies/activities for program improvement.

Task 6. Determine technical assistance needs and potential resources.

Task 7. Designate key roles and responsibilities for program improvement.

Task 8. Plan evaluation of outcomes with future survey findings.

Task 9. Disseminate plan as necessary.

Task 10. Implement program improvement plan

Task 11. Monitor and adjust plan as necessary.

Appendices

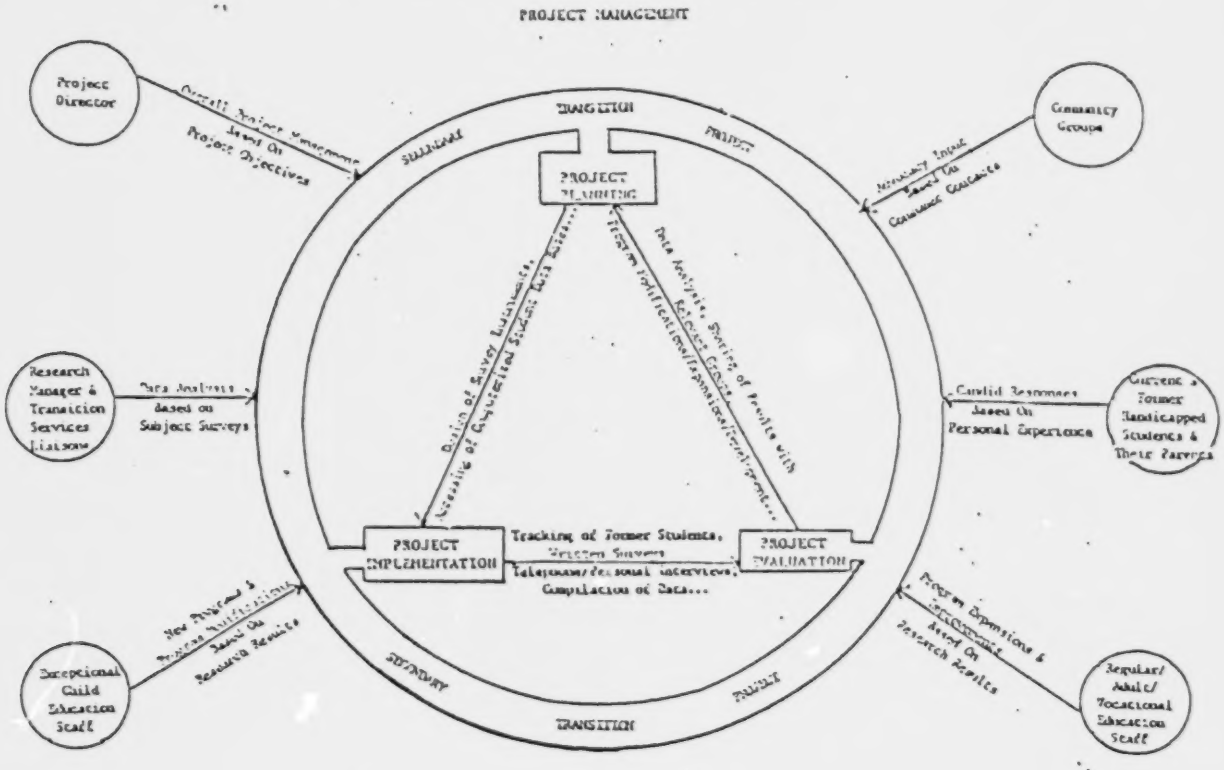
APPENDIX I. A

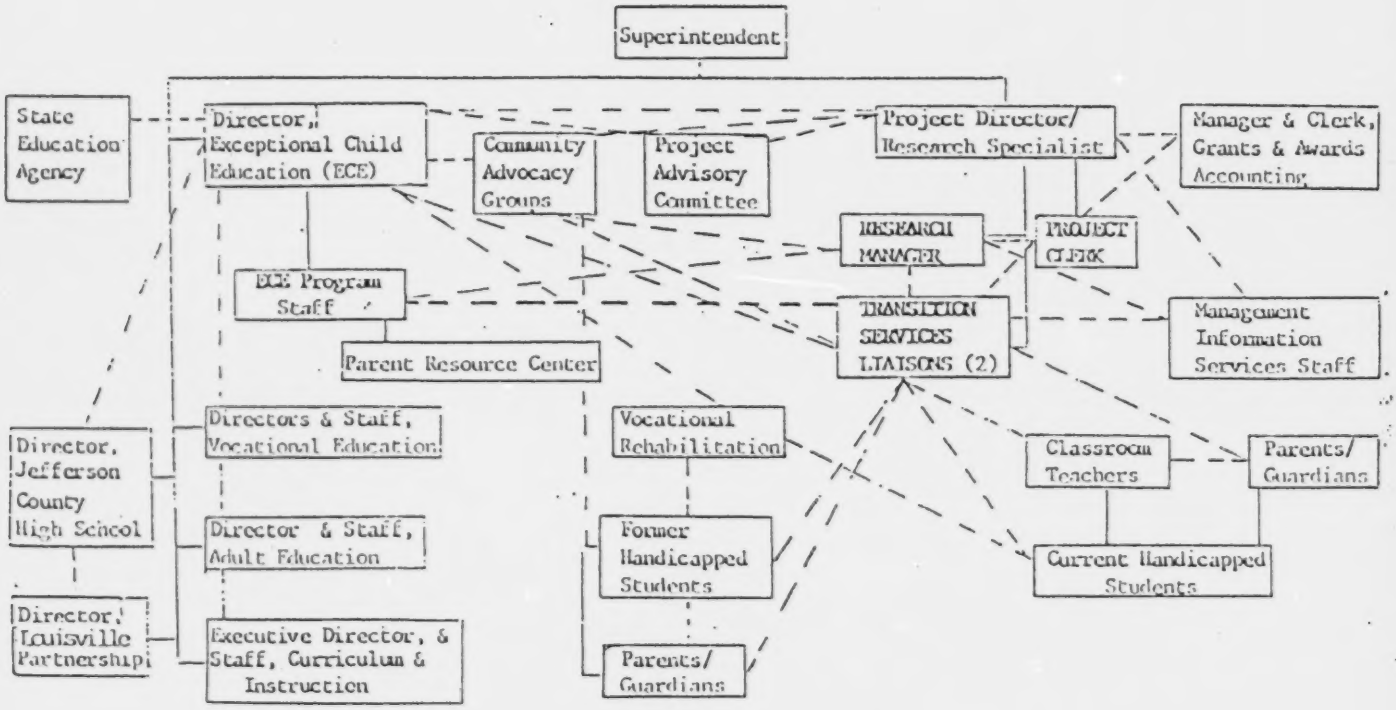
1. Management schema

2. Organizational chart

3. Job descriptions

The following Management Plan Schema illustrates the responsibilities of the various role groups, based on the special areas of expertise, who carried out the goals and activities of the project:




Superintendent
State Education Agency
Director, Exceptional Child Education (ECE)
Community Advocacy Groups
Project Advisory Committee
Project Director/ Research Specialist
Manager & Clerk, Grants & Awards Accounting
RESEARCH MANAGER
PROJECT CLERK
ECE Program Staff
TRANSITION SERVICES LIAISONS (2)
Management Information Services Staff
Parent Resource Center
Directors & Staff, Vocational Education
Vocational Rehabilitation
Director, Jefferson County High School
Classroom Teachers
Parents/ Guardians
Director & Staff, Adult Education
Former Handicapped Students
Current Handicapped Students
Director, Louisville Partnership
Executive Director, & Staff, Curriculum & Instruction
Parents/ Guardians

DRAFT

JOB TITLE	DIVISION	REPORTS TO
RESEARCH MANAGER, ECE SECONDARY TRANSITION PROJECT	ADMINISTRATION	RESEARCH SPECIALIST

SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
TO BE DETERMINED	260 DAYS	OCTOBER 1, 1988

SCOPE OF RESPONSIBILITIES

Designs, implements, and reports the research study central to the ECE Secondary Transition Project. Works cooperatively with Exceptional Child Education (ECE) staff to interpret data and alter services for students.

PERFORMANCE RESPONSIBILITIES

1. Assists the Research Specialist in the initial design and ongoing modifications of the research study for the ECE Secondary Transition Project.
2. Develops all instruments used to collect data for this study.
3. Oversees the process for collecting data from respondents via written questionnaires and personal/telephone interviews.
4. Compiles and analyzes all data related to the project, utilizing electronic data processing equipment.
5. Prepares interim and annual evaluation reports, both verbal and written, for local, state, and federal audiences.
6. Assists district staff in interpreting project data for the purposes of modifying instructional programs and other services for handicapped youth.
7. Performs other duties as assigned by the Research Specialist.

MINIMUM QUALIFICATIONS

1. Bachelor's Degree
2. Experience in program evaluation
3. Demonstrated ability to work with numbers, tables, and graphs
4. Demonstrated writing ability
5. Experience in using computer software packages

DESIRABLE QUALIFICATIONS

1. Master's Degree
2. Classroom teaching experience
3. Experience in writing technical/analytical reports
4. Ability to work with various role groups
5. Experience in interacting with handicapped youth or adults

DRAFT

JOB TITLE	DIVISION	REPORTS TO
TRANSITION SERVICES LIAISON, ECE SECONDARY TRANSITION PROJECT	ADMINISTRATION	RESEARCH SPECIALIST

SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
TO BE DETERMINED	260 DAYS	OCTOBER 1, 1988

SCOPE OF RESPONSIBILITIES

Conducts telephone and personal interviews of current and former ECE (Exceptional Child Education) students and their parents/guardians. Works cooperatively with other project staff and with district ECE staff to modify programs in order to address the concerns uncovered in the interviews.

PERFORMANCE RESPONSIBILITIES

1. Works with district staff to obtain computer printouts of students who were formerly enrolled in the district's secondary (grades 8-12) ECE programs, including those who eventually graduated, those who exited to regular programs during high school, those who received certificates of completion, and those who dropped out.
2. Locates these students by tracking them through their last known address and other identifying information.
3. Interviews these students and/or their parents/guardians in person or by telephone and/or solicits their cooperation in completing a written questionnaire.
4. Interviews/surveys a sample of students currently enrolled in the district's secondary ECE programs.
5. Works with other project staff to convey to district ECE staff both hard data and subjective impressions gleaned from the interview process.
6. Works with district staff to develop new programs or modify existing ones to better meet the needs of handicapped youth.
7. Performs other duties as assigned by the Research Specialist.

MINIMUM QUALIFICATIONS

1. Bachelor's Degree
2. Demonstrated ability to handle data with accuracy
3. Demonstrated ability to interact effectively with adolescents and adults from various segments of the community
4. Willingness to use personal vehicle in fulfilling job responsibilities
5. Willingness to visit private homes

DESIRABLE QUALIFICATIONS

1. Classroom teaching experience
2. Certification in any area of special education
3. Experience in interacting with handicapped persons

DRAFT

JOB TITLE	DIVISION	REPORTS TO
CLERK	ADMINISTRATION	RESEARCH SPECIALIST

SALARY SCHEDULE & GRADE	LENGTH OF WORK YEAR	DATE
TO BE DETERMINED	260 DAYS	OCTOBER 1, 1988

SCOPE OF RESPONSIBILITIES

Provides clerical support to the staff of the ECE Secondary Transition Project, including typing, telephoning, compiling data, and keeping project records.

PERFORMANCE RESPONSIBILITIES

1. Performs clerical duties for project staff, including typing and filing.
2. Assists in mailing/receiving/processing written survey instruments.
3. Assists in locating research subjects via telephone.
4. Serves as project receptionist, handles telephone, and responds to community inquiries.
5. Compiles data needed for project reports.
6. Prepares purchase requisitions, vouchers, and standard invoices.
7. Maintains ongoing records related to the project budget, including cost details and line item balances.
8. Performs other duties as assigned by the Research Specialist.

MINIMUM QUALIFICATIONS

1. High School diploma or G.E.D.
2. Typing skills
3. Previous training and/or experience in office duties
4. Demonstrated ability to interact positively with all segments of the community

DESIRABLE QUALIFICATIONS

1. Knowledge of school district and community resources in the field of services for handicapped youth
2. Successful experience in maintaining budget records

APPENDIX I. B

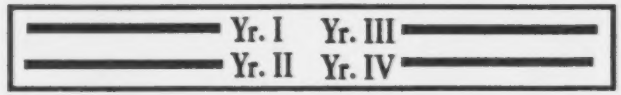
1. Data Collection Intervals

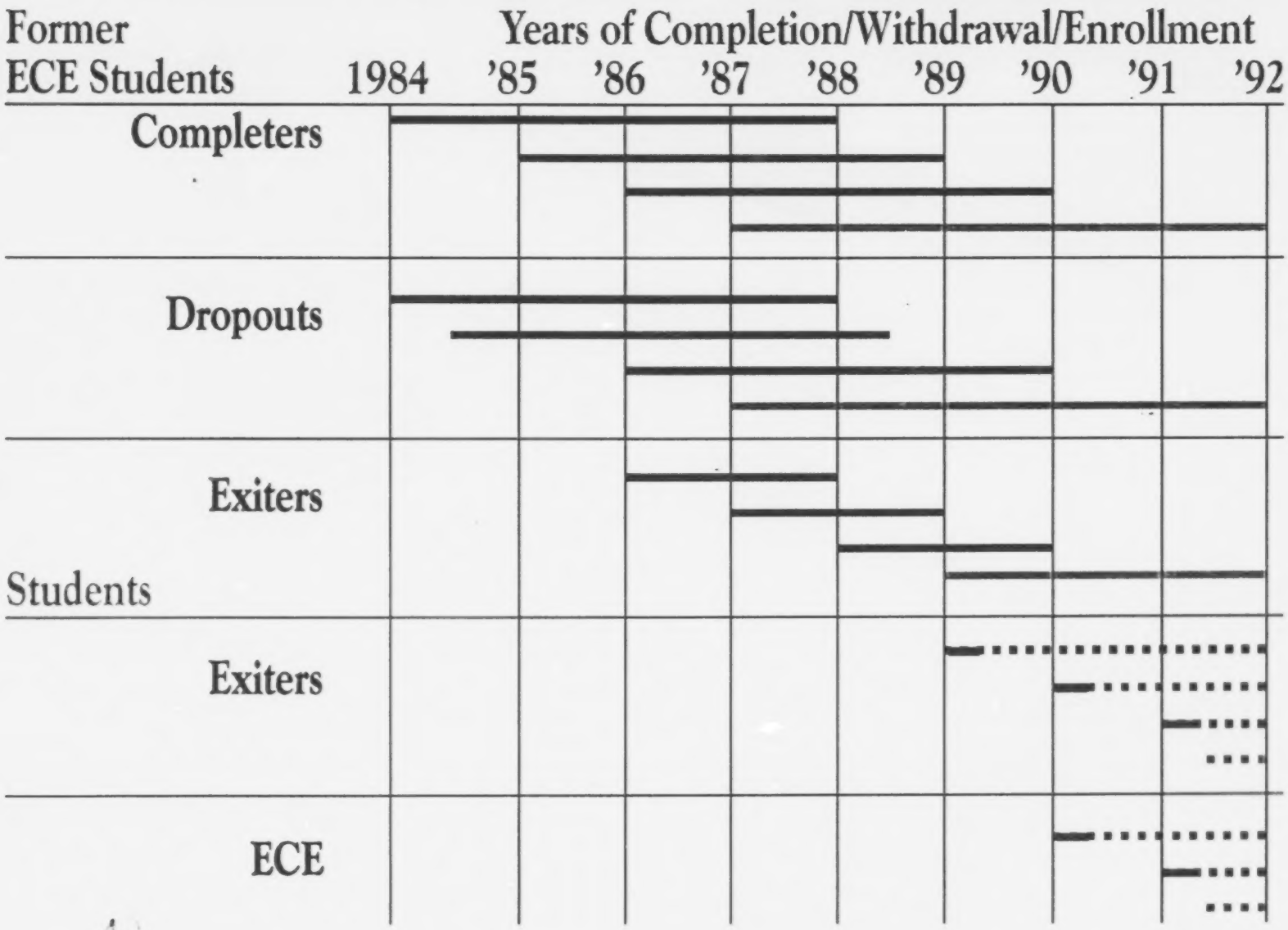
2. Census/sampling goals formula

3. Timetable

4. Format for computerized student reports/lists

Annual Survey Schedule





REQUIRED SAMPLE SIZES FOR FINITE POPULATION SAMPLING

Population Size:	Samples Sizes Required for Error Tolerances:	
	5% Error Tolerance	10% Error Tolerance:
100	Census	Census
200	Census	67
300	Census	75
400	Census	80
500	222	83
600	240	86
700	255	88
800	267	89
900	277	90
1000	286	Assume Infinite Population
1250	303	Assume Infinite Population
1500	314	Assume Infinite Population
1750	326	Assume Infinite Population
2000	333	Assume Infinite Population
2500	345	Assume Infinite Population
3000	353	Assume Infinite Population
4000	Assume Infinite Population	Assume Infinite Population

ASSUMPTIONS: (1)"t" = 2.0; (2) p=.5 & q=.5; (3) willingness to tolerate error in the estimate for the sample is either 5% or 10% points.

SOURCE: This table is derived from William G. Cochran, *Sampling Techniques*, Third Edition (New York: John Wiley & Sons), 1977, Pages 24-29 and 72-85. The formulas used for these calculations are:

(1) $$n_o = \frac{t2\ (p)\ (q)}{d2}$$

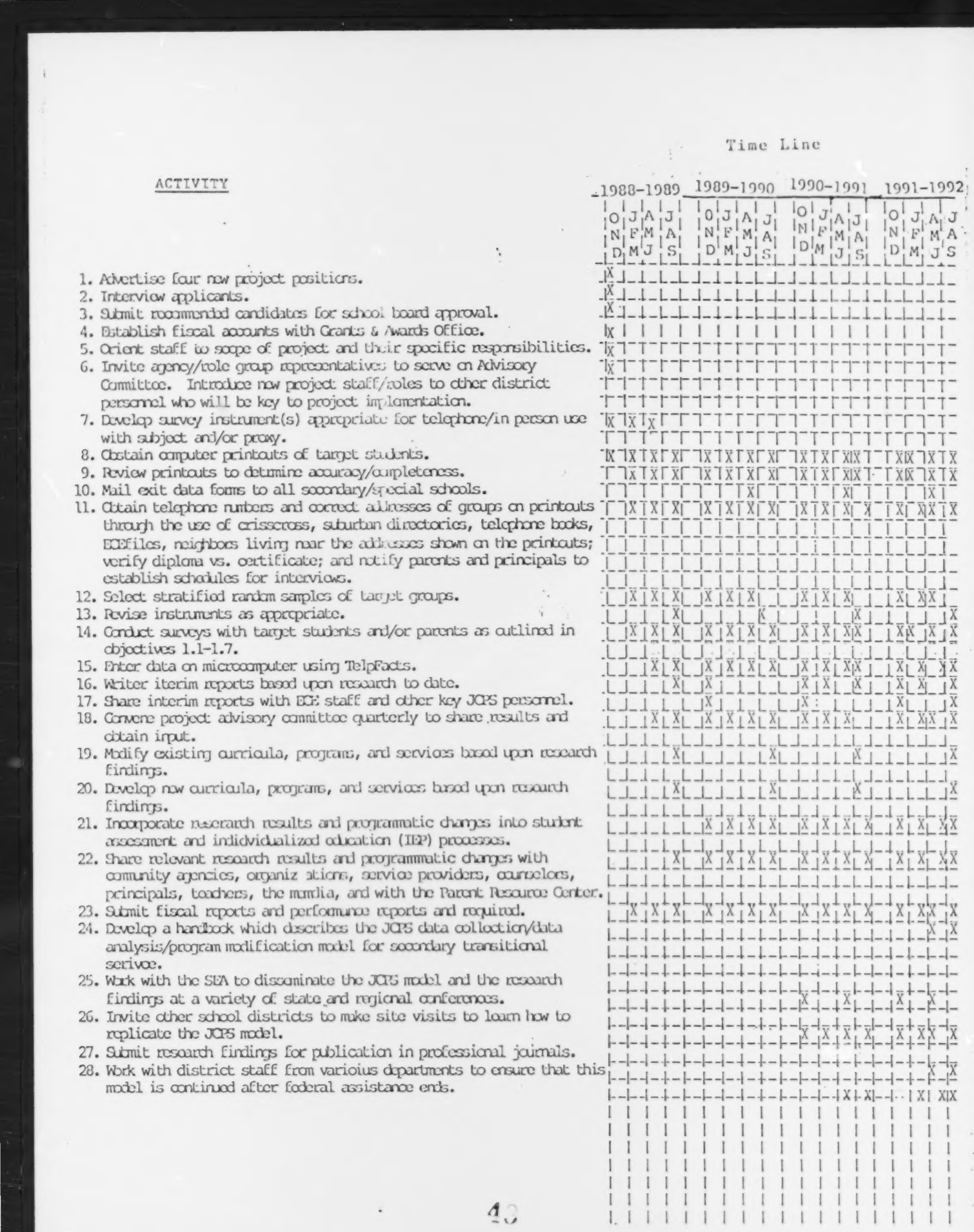
& for the finite population correction factor:

(2) $$n = \frac{no}{1 + (n - 1)/N}$$

Cochran recommends a general rule: If the sampling fraction is 10% of any given population, assume an infinite population. The procedures used for this table were to first calculate the optimum sample size given the confidence range "t", the tolerable error, 5 percent or 10 percent, and the most conservative proportions p=.50 and q=.50.

Time Line

ACTIVITY



1. Advertise four new project positions.
2. Interview applicants.
3. Submit recommended candidates for school board approval.
4. Establish fiscal accounts with Grants & Awards Office.
5. Orient staff to scope of project and their specific responsibilities.
6. Invite agency/role group representatives to serve on Advisory Committee. Introduce new project staff/roles to other district personnel who will be key to project implementation.
7. Develop survey instrument(s) appropriate for telephone/in person use with subject and/or proxy.
8. Obtain computer printouts of target students.
9. Review printouts to determine accuracy/completeness.
10. Mail exit data forms to all secondary/special schools.
11. Obtain telephone numbers and correct addresses of groups on printouts through the use of crisscross, suburban directories, telephone books, EOE files, neighbors living near the addresses shown on the printouts; verify diploma vs. certificate; and notify parents and principals to establish schedules for interviews.
12. Select stratified random samples of target groups.
13. Revise instruments as appropriate.
14. Conduct surveys with target students and/or parents as outlined in objectives 1.1-1.7.
15. Enter data on microcomputer using TelpFacts.
16. Writer iterim reports based upon research to date.
17. Share interim reports with EOE staff and other key JCPS personnel.
18. Convene project advisory committee quarterly to share results and obtain input.
19. Modify existing curricula, programs, and services based upon research findings.
20. Develop new curricula, programs, and services based upon research findings.
21. Incorporate research results and programmatic changes into student assessment and individualized education (IEP) processes.
22. Share relevant research results and programmatic changes with community agencies, organizations, service providers, counselors, principals, teachers, the media, and with the Parent Resource Center.
23. Submit fiscal reports and performance reports and required.
24. Develop a handbook which describes the JCPS data collection/data analysis/program modification model for secondary transitional serivce.
25. Work with the SEA to disseminate the JCPS model and the research findings at a variety of state and regional conferences.
26. Invite other school districts to make site visits to learn how to replicate the JCPS model.
27. Submit research findings for publication in professional journals.
28. Work with district staff from varioius departments to ensure that this model is continued after federal assistance ends.

SF8700 JEFFERSON COUNTY PUBLIC SCHOOLS PAGE 1
DATE:09/23/92 ECE STUDENT SYSTEM
TIME:11:12:24 ECE STUDENTS GRADE 8-12 AND 15 CLASS PLAN 1-4 WHO WITHDREW FOR 1991 - 1992

STUDENT SES NUMBER	STUDENT NAME	STUDENT ADDRESS	DATE OF BIRTH	C C G P GR R/S	GUARDIAN	CNVT CODE	SCHOOL NUMBER
3 000494925 [redacted]	CHRISTOPHERS [redacted] HERR	LN 40222	12/17/73	A 2 11 A	[redacted]		051
2 009147275 [redacted]	ANGELA M [redacted]	CANE RUN	RD 40258	05/13/75	A 2 10 B [redacted]		075
2 009239390 [redacted]	ANTHONY W [redacted]	NANCY	LN 40258	01/31/76	A 2 09 A [redacted]		075
2 052292910 [redacted]	DERRICK L [redacted]	GLEANDA	AV 40215	07/25/74	A 2 11 C [redacted]		335
2 052670350 [redacted]	JENNIFER L [redacted]	CRESTON	DR 40258	06/27/75	A 2 10 B [redacted]		075
3 064507712 [redacted]	DAVID C [redacted]	MILLVALE	RD 40205	04/20/76	B 2 09 A [redacted]		018

APPENDIX I. C.

1. Item Criteria

2. Interviewer guidelines

3. Agency referral form

4. Instrument

	CRITERIA FOR INTERVIEW ITEMS	QUESTION/ITEM NUMBERS																									
					1	2	3	4	5	6	7	8	9	10	11	12	13a	13b	13c	13d	13e	13f	13g	13h	13i	13j	13k
1.	Is the question related to the research problem and objective?																										
2.	Is the type of question the right and appropriate one?																										
3.	Is the item clear and unambiguous?																										
4.	Is the question in any way leading?																										
5.	Does the question demand knowledge and information that the respondent does not have?																										
6.	Does the question demand personal or sensitive information that the respondent may resist?																										
7.	Is the question loaded with social desirability?																										

THE ECE TRANSITION FOLLOW-UP PROJECT
INTERVIEWER'S GUIDE

AUGUST, 1992

Dr. Donald W. Ingwerson
Superintendent

Jefferson County Public Schools

This research was supported by contract number H158R80062-91 from the Office of Special Education and Rehabilitative Services, U.S. Department of Education. The findings presented in this paper do not necessarily reflect the views or policies of the U. S. Department of Education.

Acknowledgements

These guidelines were prepared by Dr. Harry E. Funk, ECE Transition Follow-up Project, Department of Research, Jefferson County Public Schools.

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No Student shall be denied equal educational opportunity by the Board of Education because of his or her age, color, handicap, parental status, marital status, national origin, race, religion, or veteran status.

Jefferson County Board of Education
Louisville, Kentucky
1992

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
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GENERAL INFORMATION

The E.C.E. Transition Follow-up Project Questionnaire was designed to be used the entire spectrum of current and former special education students of the Jefferson County Public Schools. This intended audience required that this instrument be applicable to currently enrolled special education students and to those who completed or withdrew (dropped out). Within these two major groups, the instrument was also designed for those special education students who transferred to general education during their high school programs and who subsequently completed or withdrew prior to program completion (exiters).

Because the instrument was designed to be used with a wide array of respondents, all of its 100 items are not administered to all respondents. Shortened versions are designed for students and for repeated interviews with the same respondent. Additionally, whole sections of the instrument are deleted when those items do not apply to the respondent's situation, ie., whenever the respondent is not pursuing further education, questions related to length of enrollment, type of diploma/certificate received and major field of study are deleted. Strategically located throughout the instrument are notes to the interviewer which provide information regarding which items to delete as well as other decisions which must be made to complete the interview. The instrument is divided into eight

sections: demographic/educational data, school experiences, independent living, employment, continuing education, daily living skills, experiential/attitudinal factors, and goals /needs.

Demographics and educational data: This section is completed from computerized student lists and from school records. It contains information which serves to identify the respondent's race, sex, special education program, placement, etc. The individual who serves as the informant for the interview is also identified in this section.

School experiences: This section deals with the involvement and effects of school programs, school related experiences/activities, staff involvement and impact upon the respondent. The respondent's plans following high school are included in this section.

Independent living: This section identifies the respondent's living arrangements, marital and family characteristics. The ability to function independently using daily living skills is also included in this section.

Employment: In this section, information about present and past employment is included--how the employment was obtained, the type of employment, wages, etc.

Continuing education: Any additional training or education since completing or dropping out of school is covered in this section. The field of study, length of study, and outcome of post-secondary education/training are determined.

Daily living skills: In this section, the respondent is asked to assess his/her daily living skills preparation while in school. The frequency of family learning experiences and discussions of school work are also determined in this section. Additional questions focusing upon transportation, money matters, and social experiences are presented in this section. From the responses from five items in this section, a parental expectation profile can be developed.

Experiential/attitudinal factors: Respondents are asked to assess their attitudes with regard to their school experiences in this section. Additionally, six items are included to ascertain familial and other factors which predict school completion. One final question in this section deals exclusively with dropouts. This item determines their reasons for leaving school.

Goals/needs: Individual goals and needs are determined in this section. The respondent's client status is also determined. Based upon self-identified needs in five areas, referrals to adult/community service agencies are accomplished in this section.

Guidelines for Conducting Interviews

1. Preparation: Before attempting to contact the former student, review the information on the MIS computerized student list, information from the exit data form, or from prior project interview computerized tracking reports. This review should produce the name of the former student, name of proxy and relationship to the former student, former student's identification number, DOB, location # for last attended JCPS school, current interview round, and most current phone number and address.

2. Telephone procedures: Attempt to place the calls between 9 a. m. and 9 p. m. Permit the phone to ring eight times. Attempt three calls: once in the morning, afternoon, or evening/weekend. Failure to reach the interviewee after three times requires that a follow-up letter be sent to the last known address. Record initial interview attempts on project contact sheets. For round two and subsequent interviews, record contact information on project computerized interview tracking reports.

3. Interview script: Ask to speak to the former student or person designated as the proxy. When this person is on the phone, begin saying the following introduction:

Hello my name is _____. I am with the Jefferson County Public Schools. I work in the Research Department. We are doing a follow-up/follow-along study of students who were/are in our special education programs. Could I have a few minutes of your time to answer some questions about your high school/school program and what you are doing now? This information is very important. It will help our schools improve their programs for students. All the information you give me during the interview will be kept strictly confidential so that you may say exactly what you think--your name will not be used with your answers. This is not a test. There aren't any right or wrong answers--just your best judgement of various choices I will give you. If you don't understand any of the questions I ask, please ask me to repeat or explain questions. If you wish, you may refuse to answer any question I ask you. May I begin the interview?

If the interviewee consents to be interviewed, proceed promptly to item Q-9 and continue the interview using the detailed instructions for each item. If the interviwee or proxy refuses to be interviewed, thank the individual for their time and proceed with another interview. If on the

other hand, the interviewee or proxy is reluctant or hesitant, remind the individual of the following points:

1. Explain the importance of the study to the school system and the community for improving educational programs for all students.

2. Explain that the interview information will be kept strictly confidential and that the interviewee's name will not be used with the information that is provided.

3. Explain that the interview will take a few minutes or agree to call back at another time.

4. Explain that you may be able to help the individual to meet his/her goal by providing referrals to community agencies.

4. Interview Protocols: General

1. Be friendly, courteous, and to the point.

2. Avoid interjecting personal opinion regarding interview questions.

3. Speak clearly and repeat questions when you feel the respondent has misunderstood.

4. Repeat the scale if the respondent seems to perseverate or becomes confused.

5. If necessary, make interview notes in the margins of the questionnaire for later review and discussion of questionable responses.

6. Circle the appropriate response choice.

7. Conduct probes when the follow circumstances occur:

1. when the interviewee says, "I don't know"

2. when the interviewee's response seems inconsistent with previous responses

3. when the interviewee's meaning is not clear

8. Compete the identifying information and Q 1-8 after the interview has been completed.

9. Review the questionnaire after the interview for completeness, accuracy, and logic before submitting it for data entry.

5. Interview Protocols: Item Specific

For the initial follow-up interview, all items on the questionnaire are presented as appropriate to the respondent. For round 2 and all other repeated interviews with the same respondent, the following items are deleted:

9,10,11,12,13,14,15,16,17,18,19,20,21,22,48,49,50,51,52, 53,54,55,56,57,58,59,60,61,62,63,64,68,69,70,71,72,74,75,76, 77,78,79,80,81,82,83,84,85,86,87,and 88.

Similarly, for the follow-along interviews with currently enrolled students, a shortened version of the questionnaire is used. The shortened version is used during the initial as well as during all subsequent interviewing rounds with the same respondents. Those items which are deleted for the follow-along interviews are as follows:

34,35,36,37,38,39,40,41,42,43,44,45,46,47,88,95,96,97,98,99

Guidelines for soliciting and/or coding responses for each item follows:

Q-1. ECE (Exceptional Child Education) categories: Letters refer to the respondent's type of special education placement.

A= Learning Disabilities

B= Emotionally Disturbed/Behavior Disorder

C= Educable Mentally Handicapped

D= Trainable Mentally Handicapped

E= Severely/Profoundly Mentally Handicapped

For the following disability categories, specify the appropriate letter in the space provided:

G= Orthopedically Handicapped/Other Health Impaired

H= Hearing Impaired

N= Visually Impaired

P= Multiply Handicapped

R= Speech and Language Handicapped (Communication Disorders)

Q-2. ECE Class Plan: Refers to placement within a continuum of least restrictive settings.

1= Special class/self contained

2= Resource room

3= Itinerant teacher services

4= Related services plus general education program

5= Full-time general education program

Q-3. Race/sex:

BF= Black female

BM= Black male

WF= White female

WM= White male

OF= Other race female

OM= Other race male

Q-4. SES (socio-economic status) according to zip code

1= low

2= lower middle

3= upper middle

4= upper

Q-5. Group

G= program completer recipient of diploma

CA= program completer recipient of certificate of completion

D= drop out

S= student

Q-6. Year

For follow-up respondents: academic year of completion or withdrawal from school

For follow-along respondents: current academic year

Q-7. Grade

For follow-up respondents: completers assign grade 12; dropouts assign last grade before withdrawal

For follow-along respondents: currently assigned grade

Q-8. Source

Refers to the individual actually responding to interviewer's questions

S= Self (former or current student identified on the questionnaire form

PG= Parent/guardian of former or current student

O= Other person (proxy who knows the former or current student thoroughly to be able to answer the interview questions)

Q-9. Language arts

Refers to the English and reading/writing classes in general or special education which provided academic credit

Q-10. Mathematics

Refers to all math classes in general or special education which provided academic credit

Q-11. Social studies

Refers to all classes in general or special education which provided academic credit including history, geography, political science, and sociology.

Q-12. Science

Refers to all classes in general or special education which provided academic credit including general science, biology, chemistry, physics.

Q-13. Vocational training

Refers to all classes which prepared the student for entry level jobs in semi-skilled or skilled occupations generally offered through a career development/technical center

Q-14. Special education classes:

Refers to all classes or instruction provided by a special education teacher regardless of setting

Q-15. Special related services

Refers to all special related services designated on the Individual Education Plan such as speech therapy, physical therapy, special transportation, interpreter services

Q-16. Job program

Job programs as used in this item refer to the following:

1. OWE (Occupational Work Experience) refers to a high school program for disadvantaged or handicapped students which is designed to prepare these students for entry into regular career development/technical programs or to enter the labor force with saleable skills.

2. OJT (On the Job Training) refers to high school programs which provide supervised work experiences which may not provide wages for work performed by the student. The Louisville Education and Employment Partnership offers OJT as a part of its program.

3. CO-OP (Cooperative Career Development/Technical Education) includes distributive, marketing, business, and office education). Co-op provides students with work opportunities in an occupational field for which they possess employablility characteristics, basic knowledge, and skill prerequisites to employment. Students receive credit

for the on-the-job training and are paid by their employer for their work. Co-op is offered in the 12th grade.

4. CBE (Work Transition/Community Based Education) refers to a full-time, community-based, career development /technical training program intented to serve students in special education, usually from the TMH program. Related training includes pedestrian and bus travel, time, money, functional reading, pace of work and job tasks. The goal is competitive employment.

Q-17. Extra-curricular refers to non-credit activities which are school sponsored such as sports, clubs, drama, student government.

Q-18. Plans for after school refer to formal plans related to the student's transition from school to the community including but not limited to employment, continuing education, living arrangements, and support services.

Q-19. Help with plans refers to the degree or extent of staff involvement with post-secondary transition plans including but not limited to employment, continuing education, living arrangements, and support services.

Q-20. Plan to continue formal education. Plan in this context refers to formalized attempts which included discussions with school personnel, parents, or other professionals over a period of time to assess the post-secondary opportunities, to establish skills and abilities compatible with post-secondary programs, and to

develop strategies for entry into a college/university, trade/vocational program, or other organization with the goal of future career development.

Q-21. Plan to get a job immediately after high school refers to the respondent's plans for acquiring paid work (part-time or full-time) within three months of completing high school.

Q-22. This item focuses upon the degree of help the respondent received from the total high school program in performing daily living activities, e.g., cooking, grooming, buying, using community services, etc.

Q-23. Domicile--major place of residence

1. parent/guardian/relative = parent(s), legal guardian, and relative by blood or marriage

2. friends= one or more friends

3. your own home= either rented/owned/buying; the respondent is either head of household or married to or cohabiting with head of household

4. group home= a domicile designed for persons with disabilities where supervision and supportive services are provided. The Cain Center and state operated treatment programs for eight or less ED residents are an examples of this type of group home.

5. institution= a place of confinement such as facilities operated for the severely mentally disabled or emotionally disturbed; jail, prison, or penitentiary; military barracks/naval ships/billet; college, university or other post-secondary program dormitory

Q-24,Q-25.Q-26,Q-27,Q-28,Q-29. Independent Living

The focus of these items is to determine if the respondent does perform the identified independent living skills. The respondent may not perform them personally but assigns the task to others. For example, the respondent has his/her laundry done by a commercial laundry. In this case, probe to verify that the respondent would if the commercial laundry did not perform this task perform the task independently. Probe, if necessary, to determine if the respondent performs these tasks the majority of the time.

Q-30. Marital Status

Married is circled if the respondent is legally married even though living apart from spouse. Use single code for all others.

Q-31. Children

Include all natural, adopted, foster, and step-children residing with the respondent. For natural and adopted children, the respondent's children may be non-custodial.

Q-32. Caregiver services

The focus of this item is to determine if the respondent is provided caregiver services in the home for at least part of the day. The caregiver can be identified as a nurse, attendant, or sitter and is compensated for services provided for or to the respondent.

Q-33. Employment During School

Determine if the respondent worked for pay on a full or part-time basis outside the home during the school term or in the summer.

Q-34. Number of Different Jobs

Determine the number of different jobs whether full or part-time the respondent held since completing or withdrawing from school. The respondent must have received wages for each job.

Q-35. Current Employment Status

Determine if the respondent is currently employed. Probe to determine if the employment meets requirements for full time (26+ a hours per week) or part time (25 or fewer hours per week). If unemployed, probe to determine the reason(s) for this status before deciding unemployed status.

Q-36. Type of Employment

To determine the type of employment, it may be necessary to probe if it is not readily apparent from the job title. Probe to ascertain employer, major responsibilities and type of preparation needed to perform the job.

1. Service includes private household, protective and all other services such as food and beverage preparation and service, building maintenance, cosmetology, health related services.

2. Sales includes retail selling of consumable and other commodities.

3. Skilled occupations/technical/trades include those jobs which ordinarily require a period of training or internship beyond high school. Included in this category are technicians and related support; clerical including secretarial and data processing, farm workers and other related occupations; operators, fabricators, and laborers, and precision, production, craft and repair occupations.

4. Licensed or professional occupations include executive, administrative, and managerial positions and those with an identifiable professional specialty.

5. Unpaid volunteer work includes work performed for a charitable, religious, public/private community organization on a regular and reoccurring basis. Sheltered work includes work that is performed at a sheltered workshop for the disabled for which the individual receives compensation for work performed. Supported employment designates competitive employment performed either individually or in a crew where supportive services are provided to enable the disabled worked to enter and maintain employment. Compensation is provided for the work performed.

Q-37. Length of Employment

Determine length of employment for current job. If the respondent has more than one job, use the major one usually the one which pays more and which involves more investment of compensated time. Use this major job in coding the respondent's answers to the next five items Q-38-42.

Q-38. Average Salary

If the respondent is unsure or unable to determine weekly salary, probe to determine hourly wage. Record this wage and calculate the weekly salary after the interview is completed.

Q-39. Wage Increases

Explain if the respondent appears not to understand. State as "more money," "bigger check," or "a raise".

Q-40. Fringe Benefits

Provide examples of fringe benefits. Only one fringe benefit qualifies for "yes".

Q-41. Job Related to Vocational Training

The question focuses upon specific job skills acquired in vocational school. If respondent did not attend vocational school, code N/A.

Q-42. Job Finding Assistance

"Other" is coded for responses such as state employment agency, private employment agency, school placement service, etc.

Q-43. Job Leaving Reasons

The focus of this question is to determine the main not secondary or participating reasons. Probe if the respondent is unsure. Narrow choices and then assist the respondent to choose the main one.

Q-44. Post-Secondary Education/Training

The definitions applicable to response choices 1-5 are as follows:

1. 4-yr College: a college/university whether private or public which offers undergraduate academic curricula leading to a bachelor's degree in one or more fields

2. 2-yr Community College: a private or publicly supported institution which offers two year curricula leading to the partial fulfillment of the requirements for a bachelor's degree. This response choice also includes 2-year junior college attendance.

3. Business/Technical/Trade school: post-secondary schools whether privately or publicly controlled whose curricula are designed to prepare adults for occupations in business, technical fields such as electronics and the skilled trades such as plumbing. These schools do not confer degrees but usually grant certificates or diplomas. Training may prepare a student for a state license in a selected field.

4. GED/Adult Education/Jefferson County High School:

GED (General Educational Development)= preparation offered to enable those who dropped out of school pass a GED test and thereby earn a high school equivalency certificate

Adult Education= encompasses a range of programs designed to meet the unique needs of persons who are beyond the age of compulsory school attendance and who have either completed or interrupted their formal education. These persons who are other than full time students may enroll in programs designed to develop basic literacy (below the six grade level), basic education in preparation for GED testing, English as a second language, customized training for business and industry, independent study, and vocational training in a variety of fields.

Jefferson County High School= an open entry-exit secondary program, offering high school credits on a flexible schedule for students with a reading level above 6.0. Students need to be: adults 21 years of age or older; young adults 16-20 years of age who have dropped out of school, and young adults 16-20 years of age who wish to transfer from their current high school who meet selected criteria.

Q-45. Length of Attendance

Determine total length of attendance for each post-secondary program attended.

Q-46. Graduation/Completion

Determine the type of document respondent received for completing a post-secondary course of study/graduation requirements.

1. No/attending= still attending, program not completed

2. Diploma/certificate= completion of high school program

3. Tech/Trade= certificate/diploma awarded for completing a technical/trade school program

4. AA= associate of arts or equivalent degree

5. BS/BA+= baccalaureate degree or higher

Q-47. Major Field of Study

1. Service occupations= vocational training/education in preparation for a service related occupation.

2. Business/computers/data processing= education and course work leading to occupational preparation in business and computer related fields which may lead to the awarding of a certificate/diploma or associate degree.

3. Health care/nursing assistant: education/training to prepare individuals for jobs as support personnel in the health/medical field. These programs are usually completed in one/two years which may lead to the issuance of a state license. The individual may be awarded a diploma, certificate, or associate degree.

4. Trades and crafts= education/training to prepare individuals for occupations in precision/skilled production,

mechanics and machinery repair, construction trades, machine operation, transportation and material moving, farm, forestry and fishing related occupations. Preparation is usually accomplished in less than two years and may lead to the issuance of a state license. Upon completion of a prescribed program, the individual may be awarded a diploma, certificate, or associate degree.

5. Liberal arts/professions= education offered at a four-year college/university which leads to the awarding of a baccalaureate degree in an academic discipline or profession.

Q-48--Q-64. Daily Living Skills

These items assess the respondent's perception of the degree of helpfulness of their high school/school's total program in preparing them to perform daily living skills. These items assess preparation and not the respondent's current ability to perform the skill.

Q-65. Community Mobility

This item focuses upon how the respondent usually travels to destinations in the community.

Q-66. Unearned Income

This item focuses upon other sources of financial support which are not derived from wages paid to the respondent. The respondent may have multiple sources of support. However, it is necessary to identify the primary source of this support.

1. Parent/family/inheritance

2. Scholarship/grant

3. SSI/SSDI= Supplemental Security Income/Social Security Disability Income

4. Vocational Rehabilitation

5. Welfare/Aid to Dependent Children(ADC)= housing assistance, clothing allowance, food stamps, medical card

Q-67. Money Matters

This item focuses upon the person who is usually responsible for caring for the respondent's money matters, e.g., paying bills, writing checks, preparing taxes, other banking activities. If more than one person assists in caring for the respondent's money matters, probe to determine who is primarily responsible.

Q-68--Q-72. Parental Expectations

This forced choice item focuses upon parental expectations regarding five transition outcomes. Parent in this item refers to natural, adoptive, foster, houseparent, or primary caregiver. If the parents are/were in disagreement with regard to an outcome, probe to determine which parent's expectation had the greatest impact upon the respondent's behavior.

Q-73. Social Activities.

This item focuses upon the number of visits and social activities which are independent of family activities.

Family members may be present at these activities but that is inconsequential to the event. If the respondent can not determine these activities/visits on a monthly basis, help the respondent determine the number of activities/visits per week and multiply times four.

Q-74. School Work

The focus of this item is to determine how often the respondent discusses school work with an adult who resides in the respondent's home. The respondent may have discussions about extracurricular matters with adults but these discussions do not qualify as school work.

Q-75. Learning Experiences

Learning experiences in this item refer to discussions about news/current events, trips to the library, travel to important and/or historical places, attendance at concerts, lectures, and theatrical performances, etc.

Q-76--Q-81. Experiential/Attitudinal Factors

The focus of these items is to assess the respondent's judgement regarding his/her perceptions of school related behaviors in comparison to other students. Probe to determine if the respondent understands the comparison scale. Activities in item Q-76 refer to extra-curricular activities which are unrelated to academic preparation.

Q-82. Parent School Completion

Some respondents may not know their parent's level of school completion. In these cases, probe with questions

that might lead to the desired information, i.e., attendance at class reunions, yearbooks, framed diplomas in the home/office.

Q-83. Repeated Grades

This item is designed to determine the number of total grades the respondent repeated, K-12.

Q-84. School Completion

This item includes both professional and nonprofessional staff employed by the school.

Q-85. Close Friends

This item includes those classmates with whom the respondent spent the most time and with whom there was a mutual trusting relationship.

Q-86. School Success

This item focuses upon the respondent's perception of his/her success in school. Success involves achievements and awards as well as the intangibles such as, "popularity".

Q-87. Familial Dropouts

This item focuses upon family or other household members who interrupted their schooling regardless if this person subsequently completed their high school by earning a diploma or GED.

Q-88. Reasons for Dropping

This item is designed to determine the main reason for school withdrawal. There may be secondary or participating factors, but probe to determine the main reason.

Q-89--Q-94. Goals

These items focus upon the respondent's current goals. These items should apply to most of the respondents except for the profoundly handicapped. Critical elements in the these goals are:

steady work: permanent full or part-time employment

strong friendships: close continuing relationships built on mutual trust and respect

living on your own: any living arrangement outside of parental home

getting more education: completing high school, college/university program, trade/technical school.

being active in the community: participating in community, religious, political, civic, and social groups voluntarily

Q-94. Client Status

The focus of this item is to determine if the respondent was a client or received services from an adult service agency whether operated under municipal, county, state or federal auspices. An agency operated under private auspices would also qualify for this item.

Q-95--Q-99. Needs and Referrals

These items are designed to determine the respondent's current needs in five areas and to make referrals based upon identified needs to adult/community service agencies . Specific needs identified under each of the broad areas may include but are not limited to those listed on the specific needs taxonomy. Referrals can be made to any agency that is listed on the basic referral list for each of the general need areas. Other referrals can be made when the respondent's needs can not be addressed by one of the agencies indicated on the basic referral list. Before a formal referral is made, obtain and record the respondent's social security number on the questionnaire.

Q-100. Future Contact Information

This item is designed to solicit the respondent's permission to be interviewed in the future. Secondly, the item solicits a contact person who will know where to contact the respondent in the future. This information is also recorded on page one of the questionnaire.

JCPS TRANSITION FOLLOW-UP PROJECT

CLIENT REFERRAL AND FOLLOW-UP FORM

Directions: Please provide the referred client(s) with information regarding your agency/organization's services/programs and the procedures for accessing them. When the referred client(s) contacts your agency/organization to begin services or programs, enter the date (month/day/year) in the last column, headed "Date of Contact". Quarterly, on the last day of March, June, September and December separate the copies and return the white copy to **Dr. Harry Funk, ECE Transition Follow-Up Project, Department of Research, Jefferson County Public Schools, Durrett Education Center, 4409 Preston Highway, Louisville, Kentucky 40213.** Retain the yellow copy for your agency's/organization's records.

Agency/organization _____ Date _____

CLIENT	ADDRESS	DOB	R/S	HC	SS#	DATE OF CONTACT
1.						
2.						
3.						
4.						
5.						
6.						
7.						
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17.						
18. 70						70
19.						
20.						

E.C.E. TRANSITION FOLLOW-UP PROJECT QUESTIONNAIRE

NAME _____ LOC # _____

ID# _____ STUDENT DOB _____

DATE OF INTERVIEW _____ INTERVIEWER _____

INTERVIEW:

Round 1 _____ Round 2 _____ Round 3 _____ Round 4 _____

FROM LAST PAGE:

Willing to be interviewed again? _____ yes _____ no

Name of person who will always know address:

NAME: _____ RELATIONSHIP: _____

ADDRESS: _____ TELEPHONE: _____

INTERVIEWER: Enter #1-7 from MIS or School Records

	KEY -- 1	2	3	4	5
1. ECE code: (specify ____)	A	B	C	D	E
2. ECE class plan:	1	2	3	4	5
3. Race/Sex:	BF	BM	WF	WM	OF OM
4. SES:	1	2	3	4	
5. Group:	G	CA	D	S	
6. Year:	86	87	88	89	90 91 92 93
7. Grade:	08	09	10	11	12
8. Source:	S	PG	O		

HELLO MY NAME IS _____

I AM WITH THE JEFFERSON COUNTY PUBLIC SCHOOLS. I WORK IN THE RESEARCH DEPARTMENT. WE ARE DOING A FOLLOW-UP/FOLLOW-ALONG STUDY OF STUDENTS WHO WERE/ARE IN OUR SPECIAL EDUCATION PROGRAMS. COULD I HAVE A FEW MINUTES OF YOUR TIME TO ANSWER SOME QUESTIONS ABOUT YOUR HIGH SCHOOL/SCHOOL PROGRAM AND WHAT YOU ARE DOING NOW? THIS INFORMATION IS VERY IMPORTANT. IT WILL HELP OUR SCHOOLS IMPROVE THEIR PROGRAMS FOR STUDENTS.

ALL THE INFORMATION YOU GIVE ME DURING THE INTERVIEW WILL BE KEPT STRICTLY CONFIDENTIAL SO THAT YOU MAY SAY EXACTLY WHAT YOU THINK -- YOUR NAME WILL NOT BE USED WITH YOUR ANSWERS. THIS IS NOT A TEST. THERE AREN'T ANY RIGHT OR WRONG ANSWERS -- JUST YOUR BEST JUDGEMENT OF VARIOUS CHOICES I WILL GIVE YOU. IF YOU DON'T UNDERSTAND ANY OF THE QUESTIONS I ASK, PLEASE ASK ME TO REPEAT OR EXPLAIN QUESTIONS. IF YOU WISH, YOU MAY REFUSE TO ANSWER ANY QUESTION I ASK YOU.

MAY I BEGIN WITH THE INTERVIEW?

SCHOOL EXPERIENCES

LET'S BEGIN OUR INTERVIEW WITH SOME QUESTIONS ABOUT YOUR SCHOOL EXPERIENCE.

Would you say the classes you had/have in high school/school were/are POOR, FAIR or GOOD as preparation for your future?

		KEY -- POOR	FAIR	GOOD	N/A
Q- 9.	Language arts (English/reading)	1	2	3	4
Q-10.	Mathematics	1	2	3	4
Q-11.	Social studies	1	2	3	4
Q-12.	Science	1	2	3	4
Q-13.	Vocational training	1	2	3	4
Q-14.	Special education classes (resource room, itinerant teacher, self-contained classroom)	1	2	3	4
Q-15.	Special related services (speech therapy, hearing therapy, physical therapy, audiology, psychological testing, special transportation)	1	2	3	4

Q-16. Did/Do you have a job program in high school?

1. None
2. OWE
3. OJT
4. CO-OP (D.Ed/M.Ed. & B/O Ed.)
5. Work Transition/CBE

Q-17. Did/Do you participate in extra-curricular school activities? (sports, clubs, drama, class offices, etc.)

Yes	No	N/A
1	2	3

Q-18. Who at school helped/helps you with your plans for after high school?

1. Teacher
2. Counselor
3. Teacher and counselor
4. Other staff
5. No one

Q-19. Do you think you got/get enough help with your plans for after high school?

Yes	No
1	2

Q-20. Did/Do you plan to continue your formal education or training after high school?

Yes	No	Undecided	N/A
1	2	3	4

Q-21. Did/Do you plan to get a job immediately after high school?

Yes	No	Undecided	N/A
1	2	3	4

Q-22. Was/Is your high school/school program NOT HELPFUL, SOMEWHAT HELPFUL or VERY HELPFUL in preparing you for daily living needs?

Not	Somewhat	Very
1	2	3

INDEPENDENT LIVING

NOW I AM GOING TO ASK YOU SOME QUESTIONS ABOUT INDEPENDENT LIVING:

Q-23. Where or with whom do you live?

1. Parent/guardian/relative
2. Friends
3. Your own home
4. Group home
5. Institution

In your home, do you take care of your own:

		KEY -- YES	NO
Q-24.	Personal needs	1	2
Q-25.	Cleaning	1	2
Q-26.	Cooking	1	2
Q-27.	Laundry	1	2
Q-28.	Shopping	1	2
Q-29.	Budget (managing own money)	1	2

Q-30. Are you:

Single	Married
1	2

Q-31. Do you have children? 0 1 2 3 4+

Q-32. Is someone paid to take care of you? (sitter, attendant)

Yes	No
1	2

EMPLOYMENT

NOW WE NEED TO TALK ABOUT EMPLOYMENT.

Q-33. Did/Have you work(ed) for pay outside your home while in high school/school?

Yes	No	N/A
1	2	3

INTERVIEWER: Delete for current students

Q-34. How many jobs have you had since leaving school?

0 1 2 3 4+

INTERVIEWER: If #34 is 0, go to #44

INTERVIEWER: If not employed, Go to #44

Q-35. Are you now:

1. Employed full time (26+ hrs. per wk.)
2. Employed part time (25- hrs. per wk.)
3. In military service
4. Unemployed, looking for work
5. Unemployed, NOT looking for work

Q-36. What kind of work are you doing/have you done most recently?

1. Service (cleaning, foods, child care, etc.)
2. Sales (grocery, store, etc.)
3. Skilled occupations/technical trades
4. Licensed or professional occupations
5. Unpaid volunteer work/sheltered/supported employment

Q-37. How long have you been/were you in that job?

1. Less than 1 year
2. One but less than 2 years
3. Two but less than 5 years
4. Five or more years

INTERVIEWER: Leave blank if not paid. Go to #42

Q-38. What is the average salary you earn(ed) each week?

1. $86.00 or less
2. $87.00 - $169.00
3. $170.00 (minimum wage @ 40 hr. wk.)
4. $171.00 - $236.00
5. $237.00 +

Q-39. Have you received an increase in your wages since you began working?

Yes	No
1	2

Q-40. Does/Did your job provide fringe benefits such as health insurance, paid vacation, retirement, etc.?

Yes	No
1	2

Q-41. Does/Did this job use specific vocational/job skills learned in high school?

Yes	No	N/A (No voc. ed. in high school)
1	2	3

Q-42. Who helped you get this job?

1. No one, I did it by myself
2. Parent/guardian/relative
3. Friends
4. School teacher/counselor/staff
5. Other

INTERVIEWER: Leave blank if subject has not left a job

Q-43. What was your main reason for leaving your last job?

1. Problems with job
2. Problems with people
3. Family/personal (includes illness/injury/pregnancy/child care/transportation problems, etc.)
4. Better job/returned to school
5. Laid off/fired/just quit

CONTINUING EDUCATION

INTERVIEWER: Graduates, completers, dropouts code highest program/others and no further education go to #48

LET'S TALK FOR A FEW MINUTES ABOUT YOUR EDUCATION SINCE LEAVING SCHOOL.

Q-44. Since leaving high school, have you attended:

1. 4-yr. college
2. 2-yr. community college
3. Business/technical/trade school
4. GED/adult ed./JCHS
5. No further education

Q-45. If CE, how long did/have you attend(ed) school?

1. Less than 1 year
2. One but less than 2 years
3. Two but less than 3 years
4. Three but less than 4 years
5. Four or more years

| INTERVIEWER: Code highest level completed/leave blank if quit |

Q-46. If CE, have you graduated or completed a program?

No/Attending	Diploma/Cert.	Tech./Trade	AA	BA/BS+
1	2	3	4	5

| INTERVIEWER: Leave blank if GED |

Q-47. If CE, what was/is your major field of study?

1. Service occupations
2. Business/computers/data processing
3. Health care/nursing assistant
4. Trades and crafts
5. Liberal arts/professions

DAILY LIVING SKILLS

THE NEXT SEVERAL QUESTIONS FOCUS UPON DAILY LIVING ACTIVITIES.

Was/Is your high school/school program NOT HELPFUL, SOMEWHAT HELPFUL or VERY HELPFUL in preparing you to:

	KEY --	Not	Somewhat	Very	N/A
Q-48.	Get along with others	1	2	3	4
Q-49.	Know your abilities/interests	1	2	3	4
Q-50.	Feel good about yourself	1	2	3	4
Q-51.	Enjoy hobbies/activities	1	2	3	4
Q-52.	Know your rights as a citizen	1	2	3	4
Q-53.	Be a part of social groups	1	2	3	4
Q-54.	Take care of personal needs	1	2	3	4

		KEY -- Not	Somewhat	Very	N/A
Q-55.	Use buses/other public transp.	1	2	3	4
Q-56.	Order in a restaurant	1	2	3	4
Q-57.	Know about community services	1	2	3	4
Q-58.	Make appointments	1	2	3	4
Q-59.	Shop in a store	1	2	3	4
Q-60.	Know about different jobs for you	1	2	3	4
Q-61.	Know how to get a job	1	2	3	4
Q-62.	Know how to keep a job	1	2	3	4
Q-63.	Read for information/pleasure	1	2	3	4
Q-64.	Use math for daily needs	1	2	3	4

Q-65. How do you usually get to places in the community (including work)?

1. Public transportation (bus, taxi, van)
2. Walk
3. Own transportation (car, bicycle, motorcycle)
4. Transportation by family/others
5. Other

| INTERVIEWER: If no, leave blank |

Q-66. Do you have income from any source other than a job?
If **YES**, is your unearned income primarily from:

1. Parent/family/inheritance
2. Scholarship/grant
3. SSI/SSDI
4. Vocational rehabilitation
5. Welfare/ADC

Q-67. Who usually takes care of your money matters (checks, bills, taxes, etc.)?

1. Self
2. Parent/relative
3. Husband/wife
4. Friends
5. Other

Did/Do your parents expect you to:

		KEY -- Yes	No	N/A
Q-68.	Complete high school	1	2	3
Q-69.	Attend school after high school	1	2	3
Q-70.	Have a job after high school	1	2	3
Q-71.	Live away from their home as an adult	1	2	3
Q-72.	Have friends/interests outside family	1	2	3

Q-73. About how many times a month do you visit or have social activities with others (not family)?

1. One
2. Two
3. Three
4. Four or more
5. None

When you were/are in school, about how often did/do you:

Q-74. Discuss your school work with an adult at home?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

Q-75. Have learning experiences with your family (discuss news/current events, travel, go to a library, concert, lecture, play, etc.)?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

EXPERIENTIAL/ATTITUDINAL FACTORS

FOR OUR NEXT SERIES OF QUESTIONS, I WANT YOU TO MAKE COMPARISONS. YOUR COMPARISONS WILL BE BASED ON THREE CHOICES: LESS THAN, THE SAME AS, OR MORE THAN OTHER STUDENTS.

Compared to other students in your high school/school:

		KEY -- Less	Same	More	N/A
Q-76.	How much did/do you participate in school activities?	1	2	3	4
Q-77.	How much did/do you feel interested in school?	1	2	3	4
Q-78.	How much did/do you feel popular with other students?	1	2	3	4
Q-79.	How much did/do you feel liked by teachers?	1	2	3	4
Q-80.	How much did/do you feel satisfied with your education?	1	2	3	4
Q-81.	How much did/do you feel you are a "good student"?	1	2	3	4

Q-82. What was the highest grade completed by one of your parents?

1. Grade 8 or less
2. Some high school
3. HS graduate
4. Some college
5. College graduate or higher

Q-83. How many times did/have you repeated a grade in school?

1. One
2. Two
3. Three
4. Four or more
5. None

Q-84. Was/Is there an adult at school who encouraged/encourages you to complete high school?

Yes	No
1	2

Q-85. Did/Do most of your close friends complete/plan to complete high school?

Yes	No
1	2

Q-86. Would you say your success (or lack of it) in school was caused mostly by:

Yourself	Others	Both (yourself & others)
1	2	3

Q-87. Did anyone living in your home drop out before completing high school?

1. Parent(s)
2. Sibling(s)
3. Other(s)
4. Parent(s)/sibling(s)/other(s)
5. None

| INTERVIEWER: DROPOUTS ONLY (others go to #89) |

Q-88. What was the main reason you left school?

1. Didn't feel I belonged/too old
2. Poor grades/lack of interest/not learning
3. Problems getting along with people at school
4. Family/personal problems/responsibilities (include pregnancy/child care/illness/injury)
5. Attendance problems

GOALS/NEEDS

OUR NEXT QUESTIONS FOCUS UPON YOUR GOALS.

Are the following goals NOT IMPORTANT, SOMEWHAT IMPORTANT or VERY IMPORTANT for you?

	KEY --	Not	Somewhat	Very	N/A
Q-89.	Finding steady work	1	2	3	4
Q-90.	Having strong friendships	1	2	3	4
Q-91.	Living on your own	1	2	3	4
Q-92.	Getting more education	1	2	3	4
Q-93.	Being active in the community	1	2	3	4

Q-94. Are you a client or have you received services from any community agencies or programs since leaving school/the eighth grade such as Vocational Rehabilitation, Seven Counties Services, Center for Accessible Living, Dept. of Social Insurance?

Yes	No
1	2

IF YOU NEED HELP IN REACHING YOUR GOALS, I MAY BE ABLE TO ASSIST YOU BY PROVIDING INFORMATION OR REFERRAL TO OTHER ORGANIZATIONS.

At this time, do you need more help getting/than you are receiving for:

Q-95. Education in basic skills (reading, math, etc.)

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-96. Vocational/job training

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-97. A job

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-98. Skills to manage your daily living

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-99. Information about community services

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

INTERVIEWER: Place responses on Page #1

WE MAY NEED TO INTERVIEW SOME OF OUR FORMER STUDENTS/STUDENTS AGAIN. WOULD YOU BE WILLING TO LET US INTERVIEW YOU AGAIN IN THE FUTURE?

Q-100. ___ Yes ___ No

INTERVIEWER: If possible assist the subject to select a relative who lives in the metropolitan area with whom the subject does not reside i.e., grandparent, aunt/uncle, or older sibling as the individual who will always know their address.

SO THAT WE MAY BE ABLE TO CONTACT YOU IN THE FUTURE, PLEASE GIVE ME THE NAME, ADDRESS, AND PHONE NUMBER OF A PERSON WHO WILL ALWAYS KNOW YOUR ADDRESS.

THE ECE TRANSITION FOLLOW-UP PROJECT: QUESTIONNAIRE AND INTERVIEWER'S GUIDE

AUGUST, 1992

Dr. Donald W. Ingwerson
Superintendent

Jefferson County Public Schools

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Jefferson County Board of Education
Louisville, Kentucky
1992

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
OFFERING EQUAL EDUCATION OPPORTUNITIES

GENERAL INFORMATION

The E.C.E. Transition Follow-up Project Questionnaire was designed to be used the entire spectrum of current and former special education students of the Jefferson County Public Schools. This intended audience required that this instrument be applicable to currently enrolled special education students and to those who completed or withdrew (dropped out). Within these two major groups, the instrument was also designed for those special education students who transferred to general education during their high school programs and who subsequently completed or withdrew prior to program completion (exiters).

Because the instrument was designed to be used with a wide array of respondents, all of its 100 items are not administered to all respondents. Shortened versions are designed for students and for repeated interviews with the same respondent. Additionally, whole sections of the instrument are deleted when those items do not apply to the respondent's situation, ie., whenever the respondent is not pursuing further education, questions related to length of enrollment, type of diploma/certificate received and major field of study are deleted. Strategically located throughout the instrument are notes to the interviewer which provide information regarding which items to delete as well as other decisions which must be made to complete the interview. The instrument is divided into eight

sections: demographic/educational data, school experiences, independent living, employment, continuing education, daily living skills, experiential/attitudinal factors, and goals /needs.

Demographics and educational data: This section is completed from computerized student lists and from school records. It contains information which serves to identify the respondent's race, sex, special education program, placement, etc. The individual who serves as the informant for the interview is also identified in this section.

School experiences: This section deals with the involvement and effects of school programs, school related experiences/activities, staff involvement and impact upon the respondent. The respondent's plans following high school are included in this section.

Independent living: This section identifies the respondent's living arrangements, marital and family characteristics. The ability to function independently using daily living skills is also included in this section.

Employment: In this section, information about present and past employment is included--how the employment was obtained, the type of employment, wages, etc.

Continuing education: Any additional training or education since completing or dropping out of school is covered in this section. The field of study, length of study, and outcome of post-secondary education/training are determined.

Daily living skills: In this section, the respondent is asked to assess his/her daily living skills preparation while in school. The frequency of family learning experiences and discussions of school work are also determined in this section. Additional questions focusing upon transportation, money matters, and social experiences are presented in this section. From the responses from five items in this section, a parental expectation profile can be developed.

Experiential/attitudinal factors: Respondents are asked to assess their attitudes with regard to their school experiences in this section. Additionally, six items are included to ascertain familial and other factors which predict school completion. One final question in this section deals exclusively with dropouts. This item determines their reasons for leaving school.

Goals/needs: Individual goals and needs are determined in this section. The respondent's client status is also determined. Based upon self-identified needs in five areas, referrals to adult/community service agencies are accomplished in this section.

Guidelines for Conducting Interviews

1. Preparation: Before attempting to contact the former student, review the information on the MIS computerized student list, information from the exit data form, or from prior project interview computerized tracking reports. This review should produce the name of the former student, name of proxy and relationship to the former student, former student's identification number, DOB, location # for last attended JCPS school, current interview round, and most current phone number and address.

2. Telephone procedures: Attempt to place the calls between 9 a. m. and 9 p. m. Permit the phone to ring eight times. Attempt three calls: once in the morning, afternoon, or evening/weekend. Failure to reach the interviewee after three times requires that a follow-up letter be sent to the last known address. Record initial interview attempts on project contact sheets. For round two and subsequent interviews, record contact information on project computerized interview tracking reports.

3. Interview script: Ask to speak to the former student or person designated as the proxy. When this person is on the phone, begin saying the following introduction:

Hello my name is _____. I am with the Jefferson County Public Schools. I work in the Research Department. We are doing a follow-up/follow-along study of students who were/are in our special education programs. Could I have a few minutes of your time to answer some questions about your high school/school program and what you are doing now? This information is very important. It will help our schools improve their programs for students. All the information you give me during the interview will be kept strictly confidential so that you may say exactly what you think--your name will not be used with your answers. This is not a test. There aren't any right or wrong answers--just your best judgement of various choices I will give you. If you don't understand any of the questions I ask, please ask me to repeat or explain questions. If you wish, you may refuse to answer any question I ask you. May I begin the interview?

If the interviewee consents to be interviewed, proceed promptly to item Q-9 and continue the interview using the detailed instructions for each item. If the interviwee or proxy refuses to be interviewed, thank the individual for their time and proceed with another interview. If on the

other hand, the interviewee or proxy is reluctant or hesitant, remind the individual of the following points:

1. Explain the importance of the study to the school system and the community for improving educational programs for all students.

2. Explain that the interview information will be kept strictly confidential and that the interviewee's name will not be used with the information that is provided.

3. Explain that the interview will take a few minutes or agree to call back at another time.

4. Explain that you may be able to help the individual to meet his/her goal by providing referrals to community agencies.

4. Interview Protocols: General

1. Be friendly, courteous, and to the point.

2. Avoid interjecting personal opinion regarding interview questions.

3. Speak clearly and repeat questions when you feel the respondent has misunderstood.

4. Repeat the scale if the respondent seems to perseverate or becomes confused.

5. If necessary, make interview notes in the margins of the questionnaire for later review and discussion of questionable responses.

6. Circle the appropriate response choice.

7. Conduct probes when the follow circumstances occur:

1. when the interviewee says, "I don't know"

2. when the interviewee's response seems inconsistent with previous responses

3. when the interviewee's meaning is not clear

8. Compete the identifying information and Q 1-8 after the interview has been completed.

9. Review the questionnaire after the interview for completeness, accuracy, and logic before submitting it for data entry.

5. Interview Protocols: Item Specific

For the initial follow-up interview, all items on the questionnaire are presented as appropriate to the respondent. For round 2 and all other repeated interviews with the same respondent, the following items are deleted:

9,10,11,12,13,14,15,16,17,18,19,20,21,22,48,49,50,51,52, 53,54,55,56,57,58,59,60,61,62,63,64,68,69,70,71,72,74,75,76, 77,78,79,80,81,82,83,84,85,86,87,and 88.

Similarly, for the follow-along interviews with currently enrolled students, a shortened version of the questionnaire is used. The shortened version is used during the initial as well as during all subsequent interviewing rounds with the same respondents. Those items which are deleted for the follow-along interviews are as follows:

34,35,36,37,38,39,40,41,42,43,44,45,46,47,88,95,96,97,98,99

Guidelines for soliciting and/or coding responses for each item follows:

Q-1. ECE (Exceptional Child Education) categories: Letters refer to the respondent's type of special education placement.

A= Learning Disabilities

B= Emotionally Disturbed/Behavior Disorder

C= Educable Mentally Handicapped

D= Trainable Mentally Handicapped

E= Severely/Profoundly Mentally Handicapped

For the following disability categories, specify the appropriate letter in the space provided:

G= Orthopedically Handicapped/Other Health Impaired

H= Hearing Impaired

N= Visually Impaired

P= Multiply Handicapped

R= Speech and Language Handicapped (Communication Disorders)

Q-2. ECE Class Plan: Refers to placement within a continuum of least restrictive settings.

1= Special class/self contained

2= Resource room

3= Itinerant teacher services

4= Related services plus general education program

5= Full-time general education program

Q-3. Race/sex:

BF= Black female

BM= Black male

WF= White female

WM= White male

OF= Other race female

OM= Other race male

Q-4. SES (socio-economic status) according to zip code

1= low

2= lower middle

3= upper middle

4= upper

Q-5. Group

G= program completer recipient of diploma

CA= program completer recipient of certificate of completion

D= drop out

S= student

Q-6. Year

For follow-up respondents: academic year of completion or withdrawal from school

For follow-along respondents: current academic year

Q-7. Grade

For follow-up respondents: completers assign grade 12; dropouts assign last grade before withdrawal

For follow-along respondents: currently assigned grade

Q-8. Source

Refers to the individual actually responding to interviewer's questions

S= Self (former or current student identified on the questionnaire form

PG= Parent/guardian of former or current student

O= Other person (proxy who knows the former or current student thoroughly to be able to answer the interview questions)

Q-9. Language arts

Refers to the English and reading/writing classes in general or special education which provided academic credit

Q-10. Mathematics

Refers to all math classes in general or special education which provided academic credit

Q-11. Social studies

Refers to all classes in general or special education which provided academic credit including history, geography, political science, and sociology.

Q-12. Science

Refers to all classes in general or special education which provided academic credit including general science, biology, chemistry, physics.

Q-13. Vocational training

Refers to all classes which prepared the student for entry level jobs in semi-skilled or skilled occupations generally offered through a career development/technical center

Q-14. Special education classes:

Refers to all classes or instruction provided by a special education teacher regardless of setting

Q-15. Special related services

Refers to all special related services designated on the Individual Education Plan such as speech therapy, physical therapy, special transportation, interpreter services

Q-16. Job program

Job programs as used in this item refer to the following:

1. OWE (Occupational Work Experience) refers to a high school program for disadvantaged or handicapped students which is designed to prepare these students for entry into regular career development/technical programs or to enter the labor force with saleable skills.

2. OJT (On the Job Training) refers to high school programs which provide supervised work experiences which may not provide wages for work performed by the student. The Louisville Education and Employment Partnership offers OJT as a part of its program.

3. CO-OP (Cooperative Career Development/Technical Education) includes distributive, marketing, business, and office education). Co-op provides students with work opportunities in an occupational field for which they possess employablility characteristics, basic knowledge, and skill prerequisites to employment. Students receive credit

for the on-the-job training and are paid by their employer for their work. Co-op is offered in the 12th grade.

4. CBE (Work Transition/Community Based Education) refers to a full-time, community-based, career development /technical training program intented to serve students in special education, usually from the TMH program. Related training includes pedestrian and bus travel, time, money, functional reading, pace of work and job tasks. The goal is competitive employment.

Q-17. Extra-curricular refers to non-credit activities which are school sponsored such as sports, clubs, drama, student government.

Q-18. Plans for after school refer to formal plans related to the student's transition from school to the community including but not limited to employment, continuing education, living arrangements, and support services.

Q-19. Help with plans refers to the degree or extent of staff involvement with post-secondary transition plans including but not limited to employment, continuing education, living arrangements, and support services.

Q-20. Plan to continue formal education. Plan in this context refers to formalized attempts which included discussions with school personnel, parents, or other professionals over a period of time to assess the post-secondary opportunities, to establish skills and abilities compatible with post-secondary programs, and to

develop strategies for entry into a college/university, trade/vocational program, or other organization with the goal of future career development.

Q-21. Plan to get a job immediately after high school refers to the respondent's plans for acquiring paid work (part-time or full-time) within three months of completing high school.

Q-22. This item focuses upon the degree of help the respondent received from the total high school program in performing daily living activities, e.g., cooking, grooming, buying, using community services, etc.

Q-23. Domicile--major place of residence

1. parent/guardian/relative = parent(s), legal guardian, and relative by blood or marriage

2. friends= one or more friends

3. your own home= either rented/owned/buying; the respondent is either head of household or married to or cohabiting with head of household

4. group home= a domicile designed for persons with disabilities where supervision and supportive services are provided. The Cain Center and state operated treatment programs for eight or less ED residents are an examples of this type of group home.

5. institution= a place of confinement such as facilities operated for the severely mentally disabled or emotionally disturbed; jail, prison, or penitentiary; military barracks/naval ships/billet; college, university or other post-secondary program dormitory

Q-24,Q-25.Q-26,Q-27,Q-28,Q-29. Independent Living

The focus of these items is to determine if the respondent does perform the identified independent living skills. The respondent may not perform them personally but assigns the task to others. For example, the respondent has his/her laundry done by a commercial laundry. In this case, probe to verify that the respondent would if the commercial laundry did not perform this task perform the task independently. Probe, if necessary, to determine if the respondent performs these tasks the majority of the time.

Q-30. Marital Status

Married is circled if the respondent is legally married even though living apart from spouse. Use single code for all others.

Q-31. Children

Include all natural, adopted, foster, and step-children residing with the respondent. For natural and adopted children, the respondent's children may be non-custodial.

Q-32. Caregiver services

The focus of this item is to determine if the respondent is provided caregiver services in the home for at least part of the day. The caregiver can be identified as a nurse, attendant, or sitter and is compensated for services provided for or to the respondent.

Q-33. Employment During School

Determine if the respondent worked for pay on a full or part-time basis outside the home during the school term or in the summer.

Q-34. Number of Different Jobs

Determine the number of different jobs whether full or part-time the respondent held since completing or withdrawing from school. The respondent must have received wages for each job.

Q-35. Current Employment Status

Determine if the respondent is currently employed. Probe to determine if the employment meets requirements for full time (26+ a hours per week) or part time (25 or fewer hours per week). If unemployed, probe to determine the reason(s) for this status before deciding unemployed status.

Q-36. Type of Employment

To determine the type of employment, it may be necessary to probe if it is not readily apparent from the job title. Probe to ascertain employer, major responsibilities and type of preparation needed to perform the job.

1. Service includes private household, protective and all other services such as food and beverage preparation and service, building maintenance, cosmetology, health related services.

2. Sales includes retail selling of consumable and other commodities.

3. Skilled occupations/technical/trades include those jobs which ordinarily require a period of training or internship beyond high school. Included in this category are technicians and related support; clerical including secretarial and data processing, farm workers and other related occupations; operators, fabricators, and laborers, and precision, production, craft and repair occupations.

4. Licensed or professional occupations include executive, administrative, and managerial positions and those with an identifiable professional specialty.

5. Unpaid volunteer work includes work performed for a charitable, religious, public/private community organization on a regular and reoccurring basis. Sheltered work includes work that is performed at a sheltered workshop for the disabled for which the individual receives compensation for work performed. Supported employment designates competitive employment performed either individually or in a crew where supportive services are provided to enable the disabled worked to enter and maintain employment. Compensation is provided for the work performed.

Q-37. Length of Employment

Determine length of employment for current job. If the respondent has more than one job, use the major one usually the one which pays more and which involves more investment of compensated time. Use this major job in coding the respondent's answers to the next five items Q-38-42.

Q-38. Average Salary

If the respondent is unsure or unable to determine weekly salary, probe to determine hourly wage. Record this wage and calculate the weekly salary after the interview is completed.

Q-39. Wage Increases

Explain if the respondent appears not to understand. State as "more money," "bigger check," or "a raise".

Q-40. Fringe Benefits

Provide examples of fringe benefits. Only one fringe benefit qualifies for "yes".

Q-41. Job Related to Vocational Training

The question focuses upon specific job skills acquired in vocational school. If respondent did not attend vocational school, code N/A.

Q-42. Job Finding Assistance

"Other" is coded for responses such as state employment agency, private employment agency, school placement service, etc.

Q-43. Job Leaving Reasons

The focus of this question is to determine the main not secondary or participating reasons. Probe if the respondent is unsure. Narrow choices and then assist the respondent to choose the main one.

Q-44. Post-Secondary Education/Training

The definitions applicable to response choices 1-5 are as follows:

1. 4-yr College: a college/university whether private or public which offers undergraduate academic curricula leading to a bachelor's degree in one or more fields

2. 2-yr Community College: a private or publicly supported institution which offers two year curricula leading to the partial fulfillment of the requirements for a bachelor's degree. This response choice also includes 2-year junior college attendance.

3. Business/Technical/Trade school: post-secondary schools whether privately or publicly controlled whose curricula are designed to prepare adults for occupations in business, technical fields such as electronics and the skilled trades such as plumbing. These schools do not confer degrees but usually grant certificates or diplomas. Training may prepare a student for a state license in a selected field.

4. GED/Adult Education/Jefferson County High School:

GED (General Educational Development)= preparation offered to enable those who dropped out of school pass a GED test and thereby earn a high school equivalency certificate

Adult Education= encompasses a range of programs designed to meet the unique needs of persons who are beyond the age of compulsory school attendance and who have either completed or interrupted their formal education. These persons who are other than full time students may enroll in programs designed to develop basic literacy (below the six grade level), basic education in preparation for GED testing, English as a second language, customized training for business and industry, independent study, and vocational training in a variety of fields.

Jefferson County High School= an open entry-exit secondary program, offering high school credits on a flexible schedule for students with a reading level above 6.0. Students need to be: adults 21 years of age or older; young adults 16-20 years of age who have dropped out of school, and young adults 16-20 years of age who wish to transfer from their current high school who meet selected criteria.

Q-45. Length of Attendance

Determine total length of attendance for each post-secondary program attended.

Q-46. Graduation/Completion

Determine the type of document respondent received for completing a post-secondary course of study/graduation requirements.

1. No/attending= still attending, program not completed

2. Diploma/certificate= completion of high school program

3. Tech/Trade= certificate/diploma awarded for completing a technical/trade school program

4. AA= associate of arts or equivalent degree

5. BS/BA+= baccalaureate degree or higher

Q-47. Major Field of Study

1. Service occupations= vocational training/education in preparation for a service related occupation.

2. Business/computers/data processing= education and course work leading to occupational preparation in business and computer related fields which may lead to the awarding of a certificate/diploma or associate degree.

3. Health care/nursing assistant: education/training to prepare individuals for jobs as support personnel in the health/medical field. These programs are usually completed in one/two years which may lead to the issuance of a state license. The individual may be awarded a diploma, certificate, or associate degree.

4. Trades and crafts= education/training to prepare individuals for occupations in precision/skilled production,

mechanics and machinery repair, construction trades, machine operation, transportation and material moving, farm, forestry and fishing related occupations. Preparation is usually accomplished in less than two years and may lead to the issuance of a state license. Upon completion of a prescribed program, the individual may be awarded a diploma, certificate, or associate degree.

5. Liberal arts/professions= education offered at a four-year college/university which leads to the awarding of a baccalaureate degree in an academic discipline or profession.

Q-48--Q-64. Daily Living Skills

These items assess the respondent's perception of the degree of helpfulness of their high school/school's total program in preparing them to perform daily living skills. These items assess preparation and not the respondent's current ability to perform the skill.

Q-65. Community Mobility

This item focuses upon how the respondent usually travels to destinations in the community.

Q-66. Unearned Income

This item focuses upon other sources of financial support which are not derived from wages paid to the respondent. The respondent may have multiple sources of support. However, it is necessary to identify the primary source of this support.

1. Parent/family/inheritance

2. Scholarship/grant

3. SSI/SSDI= Supplemental Security Income/Social Security Disability Income

4. Vocational Rehabilitation

5. Welfare/Aid to Dependent Children(ADC)= housing assistance, clothing allowance, food stamps, medical card

Q-67. Money Matters

This item focuses upon the person who is usually responsible for caring for the respondent's money matters, e.g., paying bills, writing checks, preparing taxes, other banking activities. If more than one person assists in caring for the respondent's money matters, probe to determine who is primarily responsible.

Q-68--Q-72. Parental Expectations

This forced choice item focuses upon parental expectations regarding five transition outcomes. Parent in this item refers to natural, adoptive, foster, houseparent, or primary caregiver. If the parents are/were in disagreement with regard to an outcome, probe to determine which parent's expectation had the greatest impact upon the respondent's behavior.

Q-73. Social Activities.

This item focuses upon the number of visits and social activities which are independent of family activities.

Family members may be present at these activities but that is inconsequential to the event. If the respondent can not determine these activities/visits on a monthly basis, help the respondent determine the number of activities/visits per week and multiply times four.

Q-74. School Work

The focus of this item is to determine how often the respondent discusses school work with an adult who resides in the respondent's home. The respondent may have discussions about extracurricular matters with adults but these discussions do not qualify as school work.

Q-75. Learning Experiences

Learning experiences in this item refer to discussions about news/current events, trips to the library, travel to important and/or historical places, attendance at concerts, lectures, and theatrical performances, etc.

Q-76--Q-81. Experiential/Attitudinal Factors

The focus of these items is to assess the respondent's judgement regarding his/her perceptions of school related behaviors in comparison to other students. Probe to determine if the respondent understands the comparison scale. Activities in item Q-76 refer to extra-curricular activities which are unrelated to academic preparation.

Q-82. Parent School Completion

Some respondents may not know their parent's level of school completion. In these cases, probe with questions

that might lead to the desired information, i.e., attendance at class reunions, yearbooks, framed diplomas in the home/office.

Q-83. Repeated Grades

This item is designed to determine the number of total grades the respondent repeated, K-12.

Q-84. School Completion

This item includes both professional and nonprofessional staff employed by the school.

Q-85. Close Friends

This item includes those classmates with whom the respondent spent the most time and with whom there was a mutual trusting relationship.

Q-86. School Success

This item focuses upon the respondent's perception of his/her success in school. Success involves achievements and awards as well as the intangibles such as, "popularity".

Q-87. Familial Dropouts

This item focuses upon family or other household members who interrupted their schooling regardless if this person subsequently completed their high school by earning a diploma or GED.

Q-88. Reasons for Dropping

This item is designed to determine the main reason for school withdrawal. There may be secondary or participating factors, but probe to determine the main reason.

Q-89--Q-94. Goals

These items focus upon the respondent's current goals. These items should apply to most of the respondents except for the profoundly handicapped. Critical elements in the these goals are:

steady work: permanent full or part-time employment

strong friendships: close continuing relationships built on mutual trust and respect

living on your own: any living arrangement outside of parental home

getting more education: completing high school, college/university program, trade/technical school.

being active in the community: participating in community, religious, political, civic, and social groups voluntarily

Q-94. Client Status

The focus of this item is to determine if the respondent was a client or received services from an adult service agency whether operated under municipal, county, state or federal auspices. An agency operated under private auspices would also qualify for this item.

Q-95--Q-99. Needs and Referrals

These items are designed to determine the respondent's current needs in five areas and to make referrals based upon identified needs to adult/community service agencies . Specific needs identified under each of the broad areas may include but are not limited to those listed on the specific needs taxonomy. Referrals can be made to any agency that is listed on the basic referral list for each of the general need areas. Other referrals can be made when the respondent's needs can not be addressed by one of the agencies indicated on the basic referral list. Before a formal referral is made, obtain and record the respondent's social security number on the questionnaire.

Q-100. Future Contact Information

This item is designed to solicit the respondent's permission to be interviewed in the future. Secondly, the item solicits a contact person who will know where to contact the respondent in the future. This information is also recorded on page one of the questionnaire.

E.C.E. TRANSITION FOLLOW-UP PROJECT QUESTIONNAIRE

NAME _____ LOC # _____

ID# _____ STUDENT DOB _____

DATE OF INTERVIEW _____ INTERVIEWER _____

INTERVIEW:

Round 1 _____ Round 2 _____ Round 3 _____ Round 4 _____

FROM LAST PAGE:

Willing to be interviewed again? _____ yes _____ no

Name of person who will always know address:

NAME: _____ RELATIONSHIP: _____

ADDRESS: _____ TELEPHONE: _____

INTERVIEWER: Enter #1-7 from MIS or School Records

	KEY -- 1	2	3	4	5
1. ECE code: (specify ____)	A	B	C	D	E
2. ECE class plan:	1	2	3	4	5
3. Race/Sex:	BF	BM	WF	WM	OF OM
4. SES:	1	2	3	4	
5. Group:	G	CA	D	S	
6. Year:	86	87	88	89	90 91 92 93
7. Grade:	08	09	10	11	12
8. Source:	S	PG	O		

HELLO MY NAME IS _____

I AM WITH THE JEFFERSON COUNTY PUBLIC SCHOOLS. I WORK IN THE RESEARCH DEPARTMENT. WE ARE DOING A FOLLOW-UP/FOLLOW-ALONG STUDY OF STUDENTS WHO WERE/ARE IN OUR SPECIAL EDUCATION PROGRAMS. COULD I HAVE A FEW MINUTES OF YOUR TIME TO ANSWER SOME QUESTIONS ABOUT YOUR HIGH SCHOOL/SCHOOL PROGRAM AND WHAT YOU ARE DOING NOW? THIS INFORMATION IS VERY IMPORTANT. IT WILL HELP OUR SCHOOLS IMPROVE THEIR PROGRAMS FOR STUDENTS.

ALL THE INFORMATION YOU GIVE ME DURING THE INTERVIEW WILL BE KEPT STRICTLY CONFIDENTIAL SO THAT YOU MAY SAY EXACTLY WHAT YOU THINK -- YOUR NAME WILL NOT BE USED WITH YOUR ANSWERS. THIS IS NOT A TEST. THERE AREN'T ANY RIGHT OR WRONG ANSWERS -- JUST YOUR BEST JUDGEMENT OF VARIOUS CHOICES I WILL GIVE YOU. IF YOU DON'T UNDERSTAND ANY OF THE QUESTIONS I ASK, PLEASE ASK ME TO REPEAT OR EXPLAIN QUESTIONS. IF YOU WISH, YOU MAY REFUSE TO ANSWER ANY QUESTION I ASK YOU.

MAY I BEGIN WITH THE INTERVIEW?

SCHOOL EXPERIENCES

LET'S BEGIN OUR INTERVIEW WITH SOME QUESTIONS ABOUT YOUR SCHOOL EXPERIENCE.

Would you say the classes you had/have in high school/school were/are POOR, FAIR or GOOD as preparation for your future?

		KEY -- POOR	FAIR	GOOD	N/A
Q- 9.	Language arts (English/reading)	1	2	3	4
Q-10.	Mathematics	1	2	3	4
Q-11.	Social studies	1	2	3	4
Q-12.	Science	1	2	3	4
Q-13.	Vocational training	1	2	3	4
Q-14.	Special education classes (resource room, itinerant teacher, self-contained classroom)	1	2	3	4
Q-15.	Special related services (speech therapy, hearing therapy, physical therapy, audiology, psychological testing, special transportation)	1	2	3	4

Q-16. Did/Do you have a job program in high school?

1. None
2. OWE
3. OJT
4. CO-OP (D.Ed/M.Ed. & B/O Ed.)
5. Work Transition/CBE

Q-17. Did/Do you participate in extra-curricular school activities? (sports, clubs, drama, class offices, etc.)

Yes	No	N/A
1	2	3

Q-18. Who at school helped/helps you with your plans for after high school?

1. Teacher
2. Counselor
3. Teacher and counselor
4. Other staff
5. No one

Q-19. Do you think you got/get enough help with your plans for after high school?

Yes	No
1	2

Q-20. Did/Do you plan to continue your formal education or training after high school?

Yes	No	Undecided	N/A
1	2	3	4

Q-21. Did/Do you plan to get a job immediately after high school?

Yes	No	Undecided	N/A
1	2	3	4

Q-22. Was/Is your high school/school program NOT HELPFUL, SOMEWHAT HELPFUL or VERY HELPFUL in preparing you for daily living needs?

Not	Somewhat	Very
1	2	3

INDEPENDENT LIVING

NOW I AM GOING TO ASK YOU SOME QUESTIONS ABOUT INDEPENDENT LIVING:

Q-23. Where or with whom do you live?

1. Parent/guardian/relative
2. Friends
3. Your own home
4. Group home
5. Institution

In your home, do you take care of your own:

		KEY -- YES	NO
Q-24.	Personal needs	1	2
Q-25.	Cleaning	1	2
Q-26.	Cooking	1	2
Q-27.	Laundry	1	2
Q-28.	Shopping	1	2
Q-29.	Budget (managing own money)	1	2

Q-30. Are you:

Single	Married
1	2

Q-31. Do you have children? 0 1 2 3 4+

Q-32. Is someone paid to take care of you? (sitter, attendant)

Yes	No
1	2

EMPLOYMENT

NOW WE NEED TO TALK ABOUT EMPLOYMENT.

Q-33. Did/Have you work(ed) for pay outside your home while in high school/school?

Yes	No	N/A
1	2	3

INTERVIEWER: Delete for current students

Q-34. How many jobs have you had since leaving school?

0 1 2 3 4+

INTERVIEWER: If #34 is 0, go to #44

INTERVIEWER: If not employed, Go to #44

Q-35. Are you now:

1. Employed full time (26+ hrs. per wk.)
2. Employed part time (25- hrs. per wk.)
3. In military service
4. Unemployed, looking for work
5. Unemployed, NOT looking for work

Q-36. What kind of work are you doing/have you done most recently?

1. Service (cleaning, foods, child care, etc.)
2. Sales (grocery, store, etc.)
3. Skilled occupations/technical trades
4. Licensed or professional occupations
5. Unpaid volunteer work/sheltered/supported employment

Q-37. How long have you been/were you in that job?

1. Less than 1 year
2. One but less than 2 years
3. Two but less than 5 years
4. Five or more years

INTERVIEWER: Leave blank if not paid. Go to #42

Q-38. What is the average salary you earn(ed) each week?

1. $86.00 or less
2. $87.00 - $169.00
3. $170.00 (minimum wage @ 40 hr. wk.)
4. $171.00 - $236.00
5. $237.00 +

Q-39. Have you received an increase in your wages since you began working?

Yes	No
1	2

Q-40. Does/Did your job provide fringe benefits such as health insurance, paid vacation, retirement, etc.?

Yes	No
1	2

Q-41. Does/Did this job use specific vocational/job skills learned in high school?

Yes	No	N/A (No voc. ed. in high school)
1	2	3

Q-42. Who helped you get this job?

1. No one, I did it by myself
2. Parent/guardian/relative
3. Friends
4. School teacher/counselor/staff
5. Other

INTERVIEWER: Leave blank if subject has not left a job

Q-43. What was your main reason for leaving your last job?

1. Problems with job
2. Problems with people
3. Family/personal (includes illness/injury/pregnancy/child care/transportation problems, etc.)
4. Better job/returned to school
5. Laid off/fired/just quit

CONTINUING EDUCATION

INTERVIEWER: Graduates, completers, dropouts code highest program/others and no further education go to #48

LET'S TALK FOR A FEW MINUTES ABOUT YOUR EDUCATION SINCE LEAVING SCHOOL.

Q-44. Since leaving high school, have you attended:

1. 4-yr. college
2. 2-yr. community college
3. Business/technical/trade school
4. GED/adult ed./JCHS
5. No further education

Q-45. If CE, how long did/have you attend(ed) school?

1. Less than 1 year
2. One but less than 2 years
3. Two but less than 3 years
4. Three but less than 4 years
5. Four or more years

| INTERVIEWER: Code highest level completed/leave blank if quit |

Q-46. If CE, have you graduated or completed a program?

No/Attending	Diploma/Cert.	Tech./Trade	AA	BA/BS+
1	2	3	4	5

| INTERVIEWER: Leave blank if GED |

Q-47. If CE, what was/is your major field of study?

1. Service occupations
2. Business/computers/data processing
3. Health care/nursing assistant
4. Trades and crafts
5. Liberal arts/professions

DAILY LIVING SKILLS

THE NEXT SEVERAL QUESTIONS FOCUS UPON DAILY LIVING ACTIVITIES.

Was/Is your high school/school program NOT HELPFUL, SOMEWHAT HELPFUL or VERY HELPFUL in preparing you to:

	KEY --	Not	Somewhat	Very	N/A
Q-48.	Get along with others	1	2	3	4
Q-49.	Know your abilities/interests	1	2	3	4
Q-50.	Feel good about yourself	1	2	3	4
Q-51.	Enjoy hobbies/activities	1	2	3	4
Q-52.	Know your rights as a citizen	1	2	3	4
Q-53.	Be a part of social groups	1	2	3	4
Q-54.	Take care of personal needs	1	2	3	4

		KEY -- Not	Somewhat	Very	N/A
Q-55.	Use buses/other public transp.	1	2	3	4
Q-56.	Order in a restaurant	1	2	3	4
Q-57.	Know about community services	1	2	3	4
Q-58.	Make appointments	1	2	3	4
Q-59.	Shop in a store	1	2	3	4
Q-60.	Know about different jobs for you	1	2	3	4
Q-61.	Know how to get a job	1	2	3	4
Q-62.	Know how to keep a job	1	2	3	4
Q-63.	Read for information/pleasure	1	2	3	4
Q-64.	Use math for daily needs	1	2	3	4

Q-65. How do you usually get to places in the community (including work)?

1. Public transportation (bus, taxi, van)
2. Walk
3. Own transportation (car, bicycle, motorcycle)
4. Transportation by family/others
5. Other

INTERVIEWER: If no, leave blank

Q-66. Do you have income from any source other than a job?

If **YES**, is your unearned income primarily from:

1. Parent/family/inheritance
2. Scholarship/grant
3. SSI/SSDI
4. Vocational rehabilitation
5. Welfare/ADC

Q-67. Who usually takes care of your money matters (checks, bills, taxes, etc.)?

1. Self
2. Parent/relative
3. Husband/wife
4. Friends
5. Other

Did/Do your parents expect you to:

		KEY -- Yes	No	N/A
Q-68.	Complete high school	1	2	3
Q-69.	Attend school after high school	1	2	3
Q-70.	Have a job after high school	1	2	3
Q-71.	Live away from their home as an adult	1	2	3
Q-72.	Have friends/interests outside family	1	2	3

Q-73. About how many times a month do you visit or have social activities with others (not family)?

1. One
2. Two
3. Three
4. Four or more
5. None

When you were/are in school, about how often did/do you:

Q-74. Discuss your school work with an adult at home?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

Q-75. Have learning experiences with your family (discuss news/current events, travel, go to a library, concert, lecture, play, etc.)?

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

EXPERIENTIAL/ATTITUDINAL FACTORS

FOR OUR NEXT SERIES OF QUESTIONS, I WANT YOU TO MAKE COMPARISONS. YOUR COMPARISONS WILL BE BASED ON THREE CHOICES: LESS THAN, THE SAME AS, OR MORE THAN OTHER STUDENTS.

Compared to other students in your high school/school:

		KEY -- Less	Same	More	N/A
Q-76.	How much did/do you participate in school activities?	1	2	3	4
Q-77.	How much did/do you feel interested in school?	1	2	3	4
Q-78.	How much did/do you feel popular with other students?	1	2	3	4
Q-79.	How much did/do you feel liked by teachers?	1	2	3	4
Q-80.	How much did/do you feel satisfied with your education?	1	2	3	4
Q-81.	How much did/do you feel you are a "good student"?	1	2	3	4

Q-82. What was the highest grade completed by one of your parents?

1. Grade 8 or less
2. Some high school
3. HS graduate
4. Some college
5. College graduate or higher

Q-83. How many times did/have you repeated a grade in school?

1. One
2. Two
3. Three
4. Four or more
5. None

Q-84. Was/Is there an adult at school who encouraged/encourages you to complete high school?

Yes	No
1	2

Q-85. Did/Do most of your close friends complete/plan to complete high school?

Yes	No
1	2

Q-86. Would you say your success (or lack of it) in school was caused mostly by:

Yourself	Others	Both (yourself & others)
1	2	3

Q-87. Did anyone living in your home drop out before completing high school?

1. Parent(s)
2. Sibling(s)
3. Other(s)
4. Parent(s)/sibling(s)/other(s)
5. None

INTERVIEWER: DROPOUTS ONLY (others go to #89)

Q-88. What was the main reason you left school?

1. Didn't feel I belonged/too old
2. Poor grades/lack of interest/not learning
3. Problems getting along with people at school
4. Family/personal problems/responsibilities (include pregnancy/child care/illness/injury)
5. Attendance problems

GOALS/NEEDS

OUR NEXT QUESTIONS FOCUS UPON YOUR GOALS.

Are the following goals NOT IMPORTANT, SOMEWHAT IMPORTANT or VERY IMPORTANT for you?

	KEY --	Not	Somewhat	Very	N/A
Q-89.	Finding steady work	1	2	3	4
Q-90.	Having strong friendships	1	2	3	4
Q-91.	Living on your own	1	2	3	4
Q-92.	Getting more education	1	2	3	4
Q-93.	Being active in the community	1	2	3	4

Q-94. Are you a client or have you received services from any community agencies or programs since leaving school/the eighth grade such as Vocational Rehabilitation, Seven Counties Services, Center for Accessible Living, Dept. of Social Insurance?

Yes	No
1	2

IF YOU NEED HELP IN REACHING YOUR GOALS, I MAY BE ABLE TO ASSIST YOU BY PROVIDING INFORMATION OR REFERRAL TO OTHER ORGANIZATIONS.

At this time, do you need more help getting/than you are receiving for:

Q-95. Education in basic skills (reading, math, etc.)

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-96. Vocational/job training

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-97. A job

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-98. Skills to manage your daily living

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

Q-99. Information about community services

Yes _____ No _____

Area(s) of need: _____

Referred to: _____

INTERVIEWER: Place responses on Page #1

WE MAY NEED TO INTERVIEW SOME OF OUR FORMER STUDENTS/STUDENTS AGAIN. WOULD YOU BE WILLING TO LET US INTERVIEW YOU AGAIN IN THE FUTURE?

Q-100. ___ Yes ___ No

INTERVIEWER: If possible assist the subject to select a relative who lives in the metropolitan area with whom the subject does not reside i.e., grandparent, aunt/uncle, or older sibling as the individual who will always know their address.

SO THAT WE MAY BE ABLE TO CONTACT YOU IN THE FUTURE, PLEASE GIVE ME THE NAME, ADDRESS, AND PHONE NUMBER OF A PERSON WHO WILL ALWAYS KNOW YOUR ADDRESS.